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ABSTRACT

This public affairs manual is designed for health, physical education, and recreation personnel. It begins with a position statement by the American Alliance for Health, Physical Education, and Recreation (AAHPER). In section two, resources and procedures for crises action at the local and state level are discussed. Several organizational models for preventive action are presented in section three, followed by a description of the organizational structure of the AAHPER public affairs-legislative committee in section four. Section five contains information on legislative communication. Legislative calls by prominent people and communications with the public are discussed in sections six and seven. Section eight presents points for speeches, while in section nine the benefits of health, physical education, and recreation are discussed. Facts for use in supporting comprehensive programs of health, physical education, and recreation are contained in section ten. Section eleven refers readers to a chapter in a book entitled "The Leisure Masses," and recommends it for reading. Statements in support of comprehensive programs of health, physical education, and recreation comprise section twelve. Section thirteen contains a list of community organizations, and the final section presents selected references. (RC)

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public affairs manual

Revised 1976 Edition

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

"We can have a longer Life -- A more productive life -- a happier life -- if we pay some basic attention to our physical condition. And, apparently, in treating our physical condition we will be treating our mental condition as well. What could be simpler?" *

* The Honorable Caspar W. Weinberger, Secretary of Health, Education and Welfare, October 23, 1973, Washington, D. C., U. S. A.

FOREWORD

The purpose of this Manual is threefold. First, it should assist all Health, Physical Education and Recreation personnel within our profession to prevent program crises, and to counteract those public forces which act to reduce the importance of Health, Physical Education and Recreation programs in our educational institutions. Second, it shall assist in promoting the values of these programs so that expansion of them will be paramount in the minds of our publics. Thirdly, it is hoped that its contents might provide the impetus within the profession for generating legislative proposals from within the expertise available in the fields.

The contents of this Manual reflect the efforts of many dedicated people. The contributions of time and talent by members of the current AAHPER Public Affairs-Legislative Committee are appreciated. Dr. Charles A. Lewis, Jr.'s contributions were particularly noteworthy. Ms. Helen Metheny typed the manuscript and worked on the total production.

Major credit for compiling the first edition of the Manual goes to Mr. Clayton A. Seeber who was the initial Director of the AAHPER Public Affairs Agency. Dr. Robert E. McAdam, Illinois State University, Normal, greatly assisted in his role as the first chairperson of the Agency.

As experience is gained from work in the political and legislative fields, need for some change in the contents of the Manual will develop.

Please share suggestions on future revisions. The workshop type of use, review, change and revision has been borne in mind in determining the style of the Manual.

It is sincerely hoped that this effort will become a frequent reference, not only in time of crisis but in the prevention of crises as well.

CARL A. TROESTER, JR.
AAHPER Consultant, Public Affairs and Legislation

BENTON F. CLIFTON,
Chairperson, AAHPER Public Affairs-Legislative Committee

. . .

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The AAHPER Public Affairs-Legislative Committee, during the Committee Meeting held November 24-24 1975, in the Alan Room, NEA Building, 1201 Sixteenth St., N. W., Washington, D. C., working on this revised edition of the Public-Affairs-Legislation Manual.

SECTION I

POSITION STATEMENT

AMERICAN ALLIANCE

FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

PRINCIPLES OBJECTIVES

POSITION STATEMENT OF

BASIC BELIEFS AND OBJECTIVES FOR

HEALTH, PHYSICAL EDUCATION AND RECREATION

AAHPER STRUCTURES

The American Alliance for Health, Physical Education and Recreation at its National Convention held in Minneapolis, April 13-17, 1973 adopted a new structure which provides minimal structural changes in our previous structure on the continuum of automony, visibility and self-determination. This structure is designed to provide for unity with diversity. It maintains the concept that the Alliance is a united structure of related disciplines, and, at the same time, allows for the diversity in structure, operation, and program that can result from more autonomy and self-determination. It provides for extensive application of autonomy in the determination of program, budget, income, and expenditures.

The principle of allocating funds in accordance with the needs of the total association is retained, but to a lesser degree than was done previously, and greater support is now provided to each component unit on the basis of the number of members in each component unit.

PURPOSES

The Alliance shall be an educational organization structured for the purpose of supporting, encouraging and providing assistance to the member groups and their personnel throughout the nation as they seek to initiate, develop and conduct programs in health, leisure and movement related activities for the enrichment of human life.

OBJECTIVES

General objectives are presented to fulfill the stated purpose of the Alliance. These objectives are as follows: Professional Growth and Development, Communication, Research, Standards/ Guidelines and Public Affairs- Legislation.

SECTION II

RESOURCES & PROCEDURES

FOR CRISES ACTION

LOCAL LEVEL CRISES

STATE LEVEL CRISES

11

SUGGESTED RESOURCES AND PROCEDURES FOR CRISIS ACTION IN HEALTH, PHYSICAL EDUCATION AND RECREATION

The Public Affairs-Legislative Committee of the American Alliance for Health, Physical Education and Recreation was established to launch and sustain an immediate campaign on issues confronting the profession throughout the nation. Examples of significant issues are typified by:

1. Reductions in the number of physical education personnel in schools.
2. Reductions in athletic programs.
3. Reduction by districts or states of the number of years or intensity of involvement of children in school physical education programs.
4. Reductions in college physical education requirements.
5. Retrenchment practices on physical education state laws or regulations.
6. Discriminatory reductions in financing of health, physical education or recreation programs.

The creation of the Committee provides an organizational arrangement within the AAHPER for dealing quickly and effectively with forces that might act or are acting to reduce programs in Health, Physical Education and Recreation. The Committee has identified a number of functions that should be carried out to prevent or counteract these for forces to reduce programs. Among the recognized needs are:

1. To provide for close liaison between the AAHPER and national and state organizations and agencies acting on the same or similar issues.
2. To encourage workshops and demonstrations on convention programs to make members of the Alliance knowledgeable in public affairs-legislative actions related to Health, Physical Education and Recreation.
3. To promote close relationships and mutual support with other professional organizations such as the American Medical Association and the American Heart Association.
4. To encourage positive actions, such as in the formation of state or local fitness councils and citizens' committees and assessment efforts for the support of programs in Health, Physical Education and Recreation.

5. To prepare suggested procedures and assemble resource materials that may be used by state and local groups.

The following suggested procedures are based on those that have been effective in different crises during recent years. All are not necessarily recommended for every situation, but rather each state, school system, college, or university should select and modify these procedures or develop others of a similar nature in terms of the problems and conditions of their particular crisis. Further, the procedures suggested for use at the different levels are not necessarily mutually exclusive. Actions taken within individual schools and communities are most effective in meeting crises at the state level, and state and national leaders can assist with local problems. Lastly, it is intended that some of the suggested procedures should be used to prevent a crisis as well as respond to one.

PROCEDURES FOR CRISES AT THE STATE LEVEL

Crises at the state level usually result from proposed changes in state laws or in the regulations of state departments of education and governing board of higher education. These changes may affect the requirement for health education and/or physical education relative to time allotment, the allocation of state funds for programs, the professional staff in the State Department of Education, certification requirements for health educators, physical educators, coaches, or recreational personnel, or the scope and sequence of programs. The suggested procedures are for use by State Association of Health, Physical Education and Recreation. Each state association should be properly organized to meet a crisis situation through the creation of such structures as a public affairs or political action committee, legislative committee and public relations committee.

1. Contact appropriate officers and committee chairmen in the state association and make the necessary arrangements to formulate plans for action. These arrangements will vary with the severity of the crisis, but in most instances, a face-to-face meeting of key personnel is required. The plan of action should include the nature and sequence of events or procedures to be followed and should clearly indicate the specific responsibilities and duties assigned to individuals and groups.

2. Notify the following officials at the national level requesting such assistance as considered appropriate and feasible:

    a. Chairperson or Staff-Liaison of the Public Affairs-Legislative Committee of the American Alliance for

Health, Physical Education and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. Telephone: AC 202 - 833-5499.

b. Executive Director of the President's Council on Physical Fitness and Sports, ROB 3, Room 3030 Donohoe Building, 400 6th Street, S. W., Washington, D. C. 20201. Telephone AC 202 - 755-7947.

c. President of the Society of State Directors of Health, Physical Education, and Recreation. The name and address of this person can be obtained from the local state director or from the AAHPER.

3. Inform the following leaders of health, physical education and recreation within the state and, to the extent that a plan of action has been formulated, indicate the appropriate actions that each should take to meet the crisis:

   a. Officers amd governing bodies of the association.
   b. Directors of programs in the public schools.
   c. Deans and department chairmen in the colleges and universities.
   d. Directors of parks and recreation in the municipalities.
   e. Directors and consultants in state departments of education, state departments of health, and other state agencies.
   f. Executive Director of the Governors' Council or the Commission on Physical Fitness and Sports.
   g. Recreation administrative and supervisory personnel in facilities serving special populations such as senior citizen centers, nursing homes, and schools for the handicapped.

4. Inform the members of the association through the regular state journal or newsletter or such other means as are necessary and appropriate.

5. Contact the president, executive director, and/or other approriate officials of the following related professional associations within the state requesting such assistance as considered appropriate and feasible:

   a. State teachers association.
   b. School administrators association.
   c. Parent-teachers association.
   d. State medical association.
   e. State coaches association.

6. Prepare a position statement of the objectives and basic beliefs of the assosiation. There should be prepared also a resolution or statement indicating the position of the association relative to the specific crisis.

7. Obtain testimonials relative to the importance of health education, physical education, and/or recreation from well-known state leaders outside the profession.

8. Obtain statements giving the official endorsement and support of Health, Physical Education and Recreation from such professional associations as:

    a. State medical association.
    b. State teachers association.
    c. School administrators.

9. Obtain the assistance of well-known influential persons from within and outside the profession in writing letters and making personal contact with key members of the legislature, members of the state board of education and the governing body for higher education. A list of such persons should be assembled and kept updated and on file so that it is readily available in crisis situations. The following are among the typical persons that should be considered for such a list:

    a. Physicians.
    b. Judges and lawyers.
    c. Members of the legislature.
    d. Business leaders.
    e. High school and/or college coaches.
    f. Civic leaders.
    g. Government leaders.
    h. News commentators and newspaper editors.

10. Transmit to the appropriate officials as listed below position statements of the association and related organizations, together with pertinent testimonials from individuals. Arrange for the president or designated representatives of the association to visit with each official to discuss these materials and other matters relating to the crisis.

    a. Governor of the state.
    b. Chairman of the pertinent committees in the

Senate and House of Representatives.

c. Superintendent of Public Instruction or other authority having jrisdiction over education in the public schools.
d. Chairman of the State Board of Education for the public schools.
e. Commissioner of Higher Education.

PROCEDURES FOR CRISES AT THE LOCAL LEVEL

Crises at the local level are those situations involving such matters as the abolishment of the requiremen for health education and/or physical education, the elmination or reduction of funds for personnel, facilities, equipment and supplies, or a serious modification of the curriculum. The suggested procedures are those that might be followed by the director of health, physical education and recreation or other designated leader, in the school system, college or university in which the crisis exists. Irrespective of the administrative structure, there should be an organized effort of all professional personnel within the community. Use should be made of the local association for health education, physical education and recreation, and if none exists, action should be taken to form such a group.

1. Arrange a meeting of appropriate persons in the school system or college to formulate plans for action to include the nature and sequence of events or procedures to be followed and the specific assignment of responsibilities and duties.
2. Notify the following officials at the state level requesting such assistance as considered appropriate and feasible:
   a. President of the state association for Health, Physical Education,and Recreation.
   b. Director or consultant of Health, Physical Education and Recreation in the State Department of Education.
   c. Executive Director of the Governor's Council or Commission on Physical Fitness and Sprots.
   d. State Commissioner of Director of Recreation and Parks or Community Recreation and Community Education, as appropriate.
   e. Country, village and town Recreation and Park Directors and advisiory Board and Commission members, as appropriate.

NOTE: Notification and requests for assistance from national leaders should be made by the President of the State Association of Health, Physical Education and Recreation.

*3. Prepare a position statement of the basic beliefs and objectives for the program. There should be prepared also a resolution or statement indicating the position relative to the specific crisis.

*4. Obtain testimonials relative to the importance of health education, physical education, and/or recreation from well-known leaders in the school system or university and in the local community.

*4. Obtain statements giving the official endorsement and support of health, physical education, and recreation from such local groups as:

a. City and county medical associations.
b. Teachers association and/or union, local chapter of AAUP.
c. Parent-teachers association.
d. Junior Chamber of Commerce or other civic groups.

6. Arrange a meeting so as to clarify and discuss the issues with the direct supervisor in the organizational structure, i.e. dean of the faculties or superintendent, assistant superintendent, or director of curriculum.

7. Notify the Chairman of the Faculty Senate or other faculty governing body, and if appropriate, arrange for a meeting at which the issues can be discussed.

8. Notify and enlist the support of other school systems or institutions of higher learning in the state.

9. Enlist some powerful member of the faculty to lead the fight for you. In addition, obtain assistance from well-known, influential persons in the community who can contact key members of the administration, school board, the faculty, or other governing bodies. The following are among the typical persons that should be considered:

a. Physicians.
b. Judges and lawyers.
c. Business and civic leaders.
d. Graduate and former students in the program.

10. Enlist the support of students who can:

a. Notify other students and friends.
b. Interview officials in the school system or college.
c. Distribute petitions or questionnaires among students.

* These materials should be assembled and kept on file for use in crisis situations.

11. Visit local men's and women's service clubs to explain the problem to them and to enlist their support.

12. Contact the local newspapers, radio, and television and arrange for news releases. The following are among the releases that could be considered:

    a. Statements relative to the benefits of programs. Give accurate facts and not opinions and avoid technical and ambiguous educational jargon.
    b. Radio and television spot announcements prepared by PEPI and by the President's Council on Physical Fitness and Sports.
    c. Articles written by Dr. Charles A. Bucher for the President's Council on Physical Fitness and Sports.

SECTION III

ORGANIZATIOAL MODELS

FOR PREVENTIVE ACTION

TITLE
IMPLEMENTATION
(Update)

NATIONAL
PHYS. ED & SPORTS
WEEK

* STATE DEPARTMENT OF EDUCATION PERSONNEL
(*Letter AAHPER National President)

TIMES OF CRISES-WASHINGTON STATE

NEW YORK EFFORT

FLORIDA RESUME'

"SHARPE-PAC"
CALIFORNIA MODEL
(Revised December,
1975)

"MINUTE MAN"
ILLINOIS MODEL
(Revised December,
1975)

ILLINOIS RESUME'
(School Code Revisions)

CALIFORNIA MODEL

SHARPE-PAC

Founded	--	1969
Founders	--	California Association for Health, Physical Education and Recreation and the California Coaches Association.
Purpose	--	To initiate and promote legislation in the California Legislature necessary to the welfare of the objectives of the founders.
Name Derivation	--	School, Health, Athletic, Recreation Physical Education Public Affairs Committee. SHARPE-PAC.
Form & Operation	--	Formed as a complete entity separate from any other organization.
Employees	--	Employs a Legislative Advocate, Chair and Secretary.
Funds	--	Raised separately by institutional and individual contributions ranging from individual of $12.00, to Community Colleges with an enrollment of 14,000 or more at $100.00. Parent bodies make no direct contributions to SHARPE-PAC. They share expenses of members of Governing Council.
Annual Budget	--	$20,000
Goverance	--	Governed by a group known as the Governing Council. Each of the parent bodies appoint or elect four members. A chairman who is a member of both parent bodies is chosen by members of the Council.
Meetings	--	November to develop legislative program, February to review legislative progress and May to determine "How did we do" and finances.

Prepared by: Dr. Lou Mozzini
California Association HPER

LEGISLATIVE EFFORT - NEW YORK STATE ASSOCIATION

The following communication details a significant legislative effort spearheaded by the New York State Association for Health, Physical Education and Recreation. It was sent by Dr. H. Jean Berger, President.

"To All Members of the Association,
Student Members, Exhibitors, and Friends

This letter will give you details covering an action of the Board of Regents, which deleted a major section of the Commissioner's Regulations for Physical Education, as effective on August 1, 1974, so that certified physical education teachers will not be required at the elementary level.

This is important to every one of us. If one Section can be removed so readily, what can we expect in the future for the other Sections, which we worked more than three years to secure?

Last week Past President AhKao and I spent two days in Albany, securing support from many of the Senators and Assemblymen in the New York State Legislature now in session."(April, 1975) "and a copy of Senate Bill #5509 and Assembly Bill #8043 is included with this letter.

We must secure passage of this Bill. To do this, we need thousands of personal letters to Senators and Assemblymen, written by each of you, to your own Senator and Assemblyman, and to say others you know. I am enclosing a sheet with suggestions on our position but what you write in your own words, out of your own experience, will really do the job!"

. . .

The specific legislation follows:

SENATE BILL NUMBER 5509 AND ASSEMBLY BILL NUMBER 8043, 1975 LEGISLATIVE SESSION

AN ACT TO REQUIRE PROGRAMS IN PHYSICAL EDUCATION TO BE TAUGHT BY TEACHERS CERTIFIED IN PHYSICAL EDUCATION

The People of the State of New York, represented in Senate Assembly, do enact as follows:

SECTION 1. There is hereby enacted a new Section of the Education Law to be known as Section 3004-a, which will read as follows:

3004-a - CERTIFICATION OF TEACHERS IN PHYSICAL EDUCATION

1. Any Elementary Physical Educational Instructional program outside the classroom and in connection with gymnasia, swimming pools,

and playing fields, which are required pursuant to the provisions of Section 135 ET SEQ of the Regulations of the Commissioner of Education of the State of New York shall be taught by teachers certified in Physical Education and any Elementary Physical Education instructional program outside the classroom shall be under the direction and supervision of a certified Physical Education teacher . . . . . AMENDED

2. The Commissioner of Education of the State of New York shall adopt Rules and Regulations providing for the implementation of the provisions of this Section.

3. This act shall take effect on September 1, 1976.

. . .

ILLINOIS MODEL

MINUTE MAN

Founded -- November 1969

Revised -- February 1972 and updated yearly

Founder -- Illinois Association for Health, Physical Education and Recreation.

Purpose -- To keep in close contact with the legislature and legislation introduced that relates to the area of Physical Education.

Name Derivation -- Named the "Minute Man Committee," because it is so organized that instantaneous legislative activity can be had.

Form of Organization -- The State Governmental Affairs Committee is a standing committee of IAHPER.
The IAHPER is organized state-wide by districts of its own design. Each district has a President as its head.

"A minute man," who is generally the district legislative chairperson, is selected in each IAHPER district of the State. Each district selects its legislative contact people within the district based on counties or legislative districts.

The Physical Education Consultant of the Illinois Office of Education and Governmental Affairs Consultant are members of the State Governmental Affairs Committee and serve in in a liaison, information and advisory capacity.

The president and/or members of the Board of IAHPER establish and maintain contact with all leaders of the legislative and principal committees of both Houses especially the Education Committees.

Officials of the State Association also contact other state-wide organizations such as the State Education Association, PTA, AAUW, etc., alerting them to situations and seeking their assistance as occasions arise.

Operation --- Members of the State Governmental Affairs Committee analyze legislative proposals and recommend positions and action to the Board of Directors of IAHPER.

Upon the determination of a position on a legislative proposal all districts are informed by the chairperson of the Governmental Affairs Committee.

Members of the State Governmental Affairs Committee contact the minute men in all districts of the state providing information and desired activity. Each minute man in turn relays this information to his legislative contact in each County of the District.

The President and Board members contact the legislative leadership and appropriate committees.

Employees -- Originally all efforts were voluntary, carried out by members of the organization. A firm has been employed to represent the legislative interests of IAHPER with the legislature.

Financing -- To finance legislative activities the annual membership dues were doubled.

The State of Illinois is divided into 8 IAHPER districts. There are 102 counties, 59 Senatorial districts, 177 Assembly districts and 24 U.S. Congressional districts and 2 U.S. Senators.

The minute man organization is designed on the basis of the districts of IAHPER and not on State Senatorial, State Assembly or Congressional Districts. This creates numerous difficulties in overlapping and ineffective coverage. Others planning to organize are advised to study this problem carefully.

. . .

REVISION OF SCHOOL CODE

The Illinois Association for HPER has been active in introducing legislation to change the State Code relating to education. The following pages illustrate this effort as it relates to our areas of education. Marvin Graunke, IAHPER Governmental Affairs chairperson, is guiding this legislative thrust:

27-6 Courses in physical education-Special activities.

Pupils enrolled in the public schools ~~and State universities engaged in preparing teachers~~ shall, ~~as soon as practicable~~, be required to engage daily, during the school day, in courses of physical education ~~and health instruction~~ for such periods as are compatible with the optimim growth and development needs of individuals at the various age levels. In schools with differentiated scheduling patterns, instructional periods comparable to other major subject areas shall be required.

Students enrolled in teacher certification programs at State universities are required to earn three semester hours in physical education to meet degree requirements.

~~Special activities in physical education, or a modified course thereof, shall be provided for pupils~~ Students whose ~~physical or emotional~~ condition, as determined by the examination provided for in Section 27-8, prevents their participation in the courses provided for normal children shall be provided with physical education programs consistent with the intent and goals of physical education. Special education students shall not be prevented or denied participation in a regular or modified physical education program.

Driver education is not to be construed as a part of the daily physical education program.

Change #1

Lines 1 & 2-Delete "and State universities engaged in preparing teachers"
Rationale:

Because of action by the State Board of Higher Education in 1972 to eliminate required physical education in all State supported institutions and subsequent failure to appropriate funds for required physical education programs, this section in effect is invalid and obsolete.

Change #2

Line 2-Delete "as soon as practicable"
Rationale:

This phrase allows too much variance in the implementation of the physical education requirement in the elementary and secondary schools. Since there is no specific time segment stated, this phrase, in effect and by practice, basically nullifies the required "daily" mandate.

Change #3

Line 3-Delete "and health instruction"
Rationale:

The Health Education Act separated physical education from health education. Since health education now has a specific mandate and since this section pertains to physical education, all reference to health education should therefore be removed from this section of the School Code.

Change #4

Line 5 - 7-Add "In schools with differentiated scheduling patterns, instructional periods comparable to other major subject areas shall be required."
Rationale:

It is recognized that all schools in the state are not on a traditional pattern of scheduling their class day. In those schools that have a differentiated scheduling system, it would be impossible for them to be required to fulfill the mandated daily program. It is important therefore that some flexibility be allowed for those schools in order for them to comply with the School Code.

Change #5

Lines 8 - 10-Add "Students enrolled in teacher certification programs at State universities are required to earn three semester hours in physical education to meet degree requirements."
Rationale:

Change #1 was made because it referred to all students enrolled in State universities. This change will refer to only those students enrolled in the teacher certification program. The three hour reguirements is already a part of the teacher certification requirements. This change will strengthen that requirement.

Change #6

Lines 11 & 12-Delete "Special activities in physical education, or a modified course thereof, shall be provided for pupils."
Line 12-Add "Students"
Line 12-Delete "physical or emotional"
Line 14 - 16-Add "shall be provided with physical education programs consistent with the intent and goals of physical education."
Rationale:

This section basically deals with the atypical student as it is determined in Section 27-8 of the School Code. It allows for students who are unable to participate in the regular physical education program. Section 27-8 makes no reference or allowance for disabilities or handicaps other than those of a physical nature. The terms "special activities" and "modified course" are not explicit enough and allow for too much possible variance in interpretation. It is important that those "special activities" and "modified courses are geared to meet the best possible program for the physically atypical student and are fully compatible with the intent and goals of physical education.

Change #7

Lines 16 & 17-Add "Special education students shall not be prevented or denied participation in a regular or modified physical education program.
Rationale:

The previous change (#6) allowed only for the physically atypical student. Since there are an increasing number of students classified under the area of "special education" it is therefore important that they not be prevented from participation in some form of physical education program. This change merely spells this out.

Change #8

Lines 18 & 19-Add "Driver education in not to be construed as a part of the daily physical education program."
Rationale:

In two legal interpretations recieved from the Illinois Office of Education, health education, driver education and physical education are three separate courses

A RESUME OF THE CRISIS OF PHYSICAL EDUCATION - ILLINOIS

The State of Illinois is not unlike many other areas of the country in that we have had various attacks made on us by groups within the state to eliminate physical education from the schools. The situation in our institutions of higher learning is a very interesting one indeed. Back in 1972 the Illinois Board of Higher Education saw fit to eliminate required physical education in all state supported institutions of higher learning. Since that time, a concerted effort has been made to reverse that decision. The IAHPER supported a bill in the Legislature which would have done exactly that but after three years our efforts have been unsuccessful.

The present situation with the colleges and universities is somewhat surprising. Reports have come in from all over the state that since the requirement has been removed, the institutions have been forced to alter and improve the curriculum. At first, the enrollments dropped and staffs were reduced but presently, the trend has reversed itself and the reports indicate that enrollments and staffs are, in many cases, back to where they were three years ago.

A more recent crisis in physical education occurred during the spring (1975) session of the Illinois Legislature. The State of Illinois presently has a mandated daily requirement for physical education in the elementary and secondary schools. This requirement has been attacked before by various groups. Last spring, there were two bills introduced which would have basically eliminated the mandated requirement.

House Bill #2930 was introduced by Rep. Lauer of Broadwell. This bill would have made physical education optional at the secondary and elementary levels. Rep. Lauer indicated to a group from IAHPER that he was looking for areas in which state mandates could be removed as well as ways of saving money for local school districts.

One of the interesting an probably most important aspects of these bills was the time element we as an association had to deal with. Both HB#2564 and HB #2930 were introduced during the last few days before the deadline for the introduction of bills in the House. They were two of approximately 2,000 bills introduced

during those last few days. From that point, we had only 1 1/2 weeks from the time the bills were introduced until the time they were scheduled to be heard in committee. In reality, we had only two to three days notification of the committee hearing. The "minute-man" system was activated and many telegrams were sent to the members of the group of seven IAHPER representatives went to Springfield to testify. When we got there, we were notified that the hearing had been changed three different times that morning and that it was assigned to the Sub-Committee on the following Tuesday. The trip to Springfield was not in vain, however, and in fact, was probably very beneficial. We were able to talk to each member of the Sub-Committee and to personally register our opposition to the bills. Also, we were able to secure copies of the bills which until that time were not even printed. We also secured the support of the Illinois Office of Education and the Illinois Education Association. We were also fortunate to have an opportunity to have a very frank discussion with Rep. Lauer about his bill. This discussion was both enlightening and informative. When the bills were finally heard on the following Tuesday, only one full week had elapsed from the time of the initial alert to members of the association until they were heard and acted upon. Both bills were heard together and both were defeated unanimously by the Sub-Committee and eventually defeated in the full Committee.

Several areas contributed to the success in defeating these bills:

1. Sponsor(s) for the bill.
2. Support from within the IAHPER i. e. member and affiliates.
3. Support from groups outside our Association.
4. Contact and support from individual legislators, particularly those on the Education Committees.

A RESUME' OF POLITICAL ACTIVITIES IN FLORIDA

The Florida Education Association once defined Politics as the promotion of ideas. If this is true then, we must recognize that the pulsation of education has its roots in the legislative processes, since their respective appropriation establishes the scope and depth of programs at every level.

The Health, Safety, and Physical Education office of the Florida Department of Education has been actively involved in the legislative process for many years. Our role has been one of providing data for justifying specific needs requiring legislative action, drafting bills, seeking sponsors, monitoring bills that might affect state programs, and establishing effective liaison with other agencies for supporting, amending or opposing specific bills. Legislative activity is an important public affairs function because of the liaison with other related agencies for influencing public opinion which affects legislation. More and more of our professional people are recognizing that conducting quality programs and giving visibility to them through demonstrations and special programs generate the type of public support needed.

In order to avoid misinformation, duplication and fragmentation of efforts the Florida Association for Health, Physical Education, and Recreation Public Affairs-Legislative Committee coordinates its activities with those of the Department of Education. In 1973, representatives from the Florida Association for Health, Physical Education and Recreation and the Florida Department of Education met for the purpose of developing an operating code for the legislative committee of the Florida Association for Health, Physical Education and Recreation. Following the action taken by the American Alliance for Health, Physical Education and Recreation in 1975 to combine its Public Affairs Agency and Legislative Committees into one standing committee the Florida Association for Health Physical Education and Recreation is planning to consolidate its Public Relations, Public Affairs and Legislative Committees.

The 1975 Florida Legislature considered a total of 379 bills dealing with education and passed 37 of which 35 became law while two were vetoed by the Governor. Of the remaining 342 bills, 12 were rejected, 52 were withdrawn (usually when companion bills passed), and 278 were on calendars or in committees as the session ended.

In preparing for legislative sessions it is necessary to respond and react to questions, critical issues or problems raised by legislative staff, and committee members. Some of these critical issues that have surfaced in Florida over the past three years included:

ROTC/PE Substitution

This bill directs district school boards to encourage parparticipation in ROTC and State Board of Education to allow substitution of unit of ROTC for unit of Physical Education.

Status:

Died on House Calendar, although the bill gained additional support during the last legislative session we have been able, with the help of friendly legislators' parliamentary maneuverings, to prevent it from receiving a floor vote.

Personal Safety Program

This bill would establish personal safety programs in grades 1-12 to train students in self defense against personal attack.

Status:

Amended to include safety instruction in Comprehensive Health Education and to teach personal defense skills, in Physical Education classes. Bill remains in committee.

Comprehensive Health Education Act of 1973

This act creates a comprehensive K-12 health education program with an appropriation to fund proposals from the school districts.

School Health Services Act of 1974

This act authorizes the Florida Department of Education and Department of Health and Rehabilitative Services to develop a state plan for a uniform delivery system of school health services made possible by a state appropriation.

A concerned public affairs effort serves to educate the public, legislators and policy-makers regarding critical legislative and policy issues. One strategy that has been used in

Florida is the information of coalitions among organizations working for a common cause. An example of this is the united effort made by the Florida Medical Association and the Woman's Auxiliary to the Florida Medical Associatin, the Florida Dental Association, the Florida Congress of Parents and Teachers, Florida Public Health Association and the Florida Association for Health, Physical Education and Recreation that contributed to the passage and funding of school health legislation. In such an effort it is important to project a strong unified positive position in order to promote your ideas and to influence legislators. Some unofficial rules that appear to have been helpful in Florida are:

1. Identify key county people to coordinate local efforts.
2. Provide all involved with legislative committee assignments.
3. Organize a telephone network.
4. Clarify the roles of each organization and individual.
5. Be well informed on the issues including national trends which might affect state legislation.
6. Needs and benefits should be fully documents supported by valid data collection to influence public opinion.
7. Establish and maintain frequent liaison with concerned organizations and legislative staff.
8. A one-to-one contact with legislators prior to commitee meetings is advisable.
9. Much of the legislative work should be done prior to the legislative session in the home districts by carefully selected constituents of the legislators.
10. Techniques employed to influence legislators should be characterized by their objectivity on the merits or demerits of the specific issues. Remarks or tactics which impugn or offend the position of the legislator should be avoided.
11. Fact sheets and personal contacts are more effective tha
11. than deluging legislators with mimeographed letters.

Your legislative program should be adopted as far as possible in advance of the legislative session. It should be recognized that not everyone has the disposition or competency to deal with legislation. Restraint must be practiced and no tactics employed which could be interpreted as threatening, pressuring or intiminating. Those persons involved must be calm, cool and collected and prepared to compromise issues in order to promote ideas.

The overall importance of a well organized plan of action for Public Affairs-Legislative action is becoming increasingly more important in order for Health, Safety, Physical Education and and Recreation programs to be given greater priority by the decision makers. As members of the profession we must become more involved in the legislative process.

Prepared by: Ben Clifton, Phil Rountree and
Jim Crosier
State of Florida, Dept. of Education

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STATE DEPARTMENT OF EDUCATION PERSONNEL

Several state associations for HPER have had as a major priority the securing or maintaining of personnel employed in state departments of education. Dr. Roger C. Wiley, President of the Alliance was concerned, along with his colleagues in the State of Washington, with this issue. The following letter from him provides good material for use in other states facing similar problems:

"Dr. Frank B. Brouillet
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Dear Dr. Brouillet:

In my letter of February 10, I indicated to you that I was going to send you a full description of what I believe the position of Supervisor of Physical Education and Recreation Programs in the S. P. I. office entails. Below, I would like to outline some of those qualifications and some of those duties as I see them.

Qualifications - Any supervisor of physical education and recreation programs should have had a successful career of teaching, administering, and supervising in physical education and recreation, with some experience in health education preferred. He or she should have an advanced degree, or considerable number of hours beyond the Master's degree. The individual should be personable and competent in public relations, should be enthusiastic, have a sense of humor, be articulate and dedicated, and have all the attributes of a dynamic leader. The supervisor should appreciate and understand growth and development of children and youth, grades K-12, with some knowledge and understanding of the growth and development of a child at the nursery grade level. Finally, the individual should be completely aware of the contribution that health, physical education, recreation, and safety can make to the total school program.

Some of the duties of the State Supervisor of Physical Education and Recreation are outlined below. These are not necessarily ranked in priority order, but represent the composite of those duties that most State Supervisors have across the country.

1. The primary responsibility of the State Supervisor of Physical Education and Recreation is to provide assistance in helping professionals in the public schools, colleges and universities, and principals, superintendents, and Boards of Education satisfactorily solve the numerous educational problems which they face in school physical education, safety, and recreation. In addition, the supervisor does much to assist teachers in perfecting a quality educational program. The supervisor helps the teachers by providing leadership and giving ideas, encouragement, making visits, producing newsletters, giving workshops and in-service clinics, testing, research, and up-dating curriculum and facility guides.

2. The State Supervisor serves as a buffer or clearinghouse for many of the organizations and agencies who want their programs in the schools. The State Supervisor provides a direct contact with professional preparation institutions, both at the two and four year levels, in order to evaluate and modify the teacher preparation programs. The State Director continues to speak for the need of children and youth, in order that curricular programs serve to meet their movement, skill, growth and development needs. The State Supervisor is an experienced resource person for the planning of physical facilities and outdoor areas. The State Supervisor is an active participant in many of the state and national professional organizations, such as the Society of State Directors of Health, Physical Education and Recreation, The American Alliance for Health, Physical Education and Recreation, the Washington State Recreation and Parks Society, the Washington Association for Health, Physical Education and Recreation, the Council of City and County Directors of AAHPER, the State Medical Association, the National Recreation and Park Association, the National Association of Sport and Physical Education, the National Association of Girls and Women in Sports, the National Intramural and Recreational Sports Association, the Association for Research, Administration, Professional Councils and Societies, and the American School and Community Safety Association, are but a few of the organizations that will find the State Supervisor closely allied.

3. The State Supervisor will serve as a clearinghouse for the latest research in physical education, intramural sports,

recreation, and athletics. In addition, the State Supervisor will work closely with four year institutions in coordinating the application of research in the public high schools of the state of Washington.

4. The State Supervisor serves as a valuable representative of the Physical Education and Sports profession, to the special education department of the state department. In this capacity, and because of the close working relationship with programs for the handicapped, the State Supervisor will be expected to articulate the objectives of physical education and sports programs with the total comprehensive plan for mainstreaming impaired, disabled, or handicapped individuals into the normal segments of society.

5. The State Supervisor gives specific leadership in the following areas:

a. making decisions about drugs, smoking, morality, and fair-play.

b. achieving and maintaining an adequate level of fitness.

c. acquiring skills of and appreciation for physical activities and sports which help children to maintain fitness through their adult life.

d. using leisure time wisely.

e. bridging the gap between scientific fact and health practices.

f. understanding, utilizing and caring for the out-of-doors.

g. survival skills, such as swimming and personal defense.

6. The State Supervisor works with groups for the purpose of interpreting and/or reviewing Title IX, Lifetime Sport Activities, legal laws dealing with physical education curficulum.

7. The State Supervisor helps articulate the concerns of the common schools to those of the two and four year institutions of higher education.

8. The State Supervisor works with federal agencies, which are closely aligned to the development of strong programs of physical education, physical fitness, intramural sports, and safety. In this regard, the State Supervisor is usually regarded as the official representative of the State of Washington to the President's Council on Fitness and Sports.

9. The State Supervisor:

a. assists district and colleges and universities with coordination and planning of summer programs.

b. testifies before and provides information to legislative committees and others requesting this service.

c. assists with the preparation of proposals for federal grants in physical education, recreation and sports.

d. contacts agencies and individuals for the impiementation of special programs.

e. represents the S. P. I. at national, regional, and state professional meetings and conferences which deal with movement related activities.

Dr. Brouillet, it goes without further emphasis that leadership in physical education, safety and recreation is a wise investment. Without a State Supervisor, some of the above programs are often without direction - a rudderless ship blown to and fro. Money used to support the State Supervisor is one of the most justifiable expenditures in education. This position has such far-reaching effects in the lives of children and youth throughout the entire state, particularly when one realizes that the investment of large amounts of money in physical education, athletics facilities, and equipment is considerable. In my estimation, it would not be good business practice to let such a significant investment drift without positive and quality leadership.

While I am sure that there are some aspects of the position of which I do not know, I believe that these are sufficient to assist you and members of your office in establishing the qualifications and duties of the position. Many thanks for allowing me the opportunity to share this information for you.

I stand ready to give any help and assistance that I can in seeing that the position of Supervisor of Physical Education and Recreation in the S. P. I. offices is filled with the most qualified individual that time and money will allow."

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TIMES OF CRISES - TIMES FOR ACTION

Jon Christopher, Chairperson, Washington Association of HPER, Washington, State University, prepared the following statement. It highlights legislative developments and concerns in one state. Other states are facing similar issues:

The Washington State Legislature identified education and the funding of education as the major problem presently facing the State. For the dual purpose of implementing identified national efforts and serving as "behind the scenes" legislative action body, the Washington Association of Health, Physical Education and Recreation in September, 1975, established the Public Affairs Committee. This committee is composed of six members selected to represent a cross section of classroom teachers in health and physical education, administrative personnel, higher education personnel, and the two ex-officio members, the State Supervisor of Physical Education and the President of the State WAHPER.

The purpose of this exposition is to share with professional colleagues, a view of the times and one State's actions in dealing with the issues of these times. We are well aware that some problems have commonality in many states and yet each state has its own unique problems. In a period when we continuously face crises or potential crises situations, mechanisms for identifying them must be established. The national effort identifying needed legislation and identifying proposed legislation vital to the profession has been instituted. Unless procedures are established to implement and support these efforts on the state and local levels, they will often be relegated to the theoretical realm.

The crises or potential crises this committee is focusing on this year are:

1. The eroding financial support for public education in our State dictated a status report survey on levy failures and their impact on programs. From this a position paper was developed and lines of communication were established to provide for testimony to these needs wherever appropriate in the schools' administrative process, to the public, and in the legislative process.

2. The State Legislature employed a consulting firm for the purpose of developing a report defining "Basic Education." The report also included a recommended program of studies with corresponding uidelines for program hours allotment. The committee, in conjunction with a number of professional people with specific knowledge and background in this area, developed a position paper to use as testimony before the State Public Office of Education and the Legislature. The position paper was based on a comparison of the report findings with existing state law and the profession's view of what is needed to conduct a good health and physical education program in the "Basic Education" context.

3. The State Legislature is increasingly demanding accountability of educational programs. This demand necessitates the development of an evaluation instrument designed primarily for self-evaluation of physical education programs.

Actions presently being considered in many State Legislatures are of vital importance to the profession and it is imperative our input be from a knowledgeable, clearcut, and authoritative position.

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Congressional Record

PROCEEDINGS AND DEBATES OF THE 94th CONGRESS, SECOND SESSION

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Senate

SENATE CONCURRENT RESOLUTION 95—SUBMISSION OF A CONCURRENT RESOLUTION TO DESIGNATE NATIONAL PHYSICAL EDUCATION AND SPORTS WEEK

(Referred to the Committee on the Judiciary.)

Mr. BAYH submitted the following concurrent resolution:

S. Con. Res. 95

Whereas, physical activity is essential to health and the total development of all people, and

Whereas, it is essential that children have the opportunity to develop their full potential through a total education, and

Whereas, it is imperative that children learn the sports and other physical skills that lead to participation and enjoyment throughout life, and

Whereas, it is necessary for all Americans to take part in the expanding opportunities in sport and recreaion: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That this Nation observe National Physical Education and Sports Week, March 1 through 7, with appropriate ceremonies and activities.

Mr. BAYH. Mr. President, it has long been recognized that good physical fitness is important for the total health of people and that regular exercise or participation in a sport is one of the best ways to insure a long and healthy life. It is most essential to instill a love of sports and exercise in young people so that the habit of good exercise will be continued throughout their lives.

Having a father who was active in physical education from his work as director of physical education for the District of Columbia schools to his refereeing of basketball games in Indiana, I grew up with the recognition that exercise and participation in sports is a necessary part of being a well-rounded individual.

Through organizations such as the American Association for Health, Physical Education and Recreation, I hope that appropriate activities will be planned throughout this Nation to observe National Physical Education and Sports Week, March 1 through 7, and that participation in exercise and sports will continue to play a regular part in the lives of all our citizens throughout the entire year.

National Association for Sport and Physical Education
of the
AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
National Education Association Center
1201 Sixteenth Street, N.W., Washington, D. C. 20036

PUBLIC RELATIONS TOOLS: PEPI MATERIALS
January 1976

Materials are available from AAHPER/PEPI to help in implementing National Physical Education and Sports Week as well as well as assisting long range public information programs "to improve the way people live." The following items may be requested or ordered:

o BASIC BROCHURES

1. "We're Out to Improve the Way People Live . . ." to use in introducing Physical Education Public Information Program (PEPI) to media, corporate and other friends. Primarily for use of PEPI network. State and local groups may reprint with credit to AAHPER. Single copies available to others on request from AAHPER/PEPI, 1201 16th Street, N.W., Washington, D. C. 20036.

2. "What Every Parent Should Know About the New Physical Education." First million copies were distributed courtesy of AAHPER and the Gillette Company, Safety Razor Division. As of January 1976, limited quantities available to PEPI network, single copies on request, and quantities available at special price of $50 for 1,000. Price applies only to orders of 1,000 or multiples of 1,000 and order should specify stock number 245-525814. Order from AAHPER/PEPI, 1201 16th Street, N.W., Washington, D. C. 20036.

   School systems, state and local organizations and agencies may reprint with credit to AAHPER. Use the phrase, "___(your group)_____ in cooperation with American Alliance for Health, Physical Education and Recreation."

3. "A Special Message to Decision Makers About The New Physical Education." In process February 1976 -- request information from AAHPER/PEPI.

4. Brochures about PEPI films: "All the Self There Is" and "Every Child a Winner." Single copies including order form. Permission to use copy in mimeographed or other form.

o REPRINTS

1. "Physical Education for Life" by George Leonard from September-October 1975 TODAY'S EDUCATION. Single copies available from AAHPER/PEPI. Request price on quantity orders. Permission given to PEPI network to reproduce with proper credits.

2. "Speak Out: A Public Relations Guide for Professionals in Recreation, Health, Physical Education, Sports" from October 1972 issue of the JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION Sample copies available from AAHPER/PEPI. Permission given PEPI network to reproduce with credit to JOPER.

o FILMS

1. "All the Self There Is" gives the case for the new physical education. This first PEPI film helps people discover that a positive self-concept is essential to full development of body/mind/spirit. The film shows how physical education -- from early years into adulthood -- helps individuals attain confidence through learning movement skills and participating in lifetime sports. 1973, 16mm, sound, color, 13 1/2 min. Purchase, $90; rental (3 days), $15 applicable to purchase price.

2. "Every Child a Winner," the second PEPI film, promotes the the value of movement-based physical education in elementary schools. Filmed on-site at Project Health and Optimum Physical Education in Ocilla, Georgia, "Every Child a Winner" enlists support for a strong physical education program in the elementary school Focus is on the self-confidence physical education builds and the foundation it provides for developing movement skills and enjoying physical activity throughout life 1974. Film is 16 mm, sound, color, 13 1/2 min. Purchase, $150; rental (3 days), $15 applicable to purchase price.

   Order both films from NEA Sound Studios, 1201 16th St., N.W., Washington, D. C. 20036.

3. "The New Physical Education" is a 16mm, 3 1/2 min. color, SILENT film produced as a quick, visual answer to the question "What does the new physical education look like?" Appropriate to use on talk shows and as part of a talk to community groups. Request order forms and sample scripts from AAHPER/PEPI.

o PRINT ADS

Series 1. "Feeling Great!", "Lifetime Sports," "Learning to Move," "How Much Do you Know About the New Physical Education."

Series 2. "Pedal," "America's Most Demanding Sport," "How to Cheat a Kid," "Can Physical Education Help Improve Your Child's Learning?", "Good P.E. Programs Help People Like Themselves," "How Important Is the New Physical Education?", "Jog," "If You Don't Let Her Take Part, You're Breaking the Law," and "Be Good to Yourself."

"Get Moving, America! Learn a Skill You Can Enjoy for Life." Poster-ad for first National Physical Education and Sports Week, March 1-7, 1976.

o PROJECT GUIDES

Project Guide #1	Guide for showing "All the Self There Is."
Project Guide #2	Guide for showing "Every Child a Winner."
Project Guide #3	"The 'Soft-Sell' on Demonstrations."
Project Guide #4	"Poster Contest."
Project Guide #5	"Shopping Mall Performances."
Project Guide #6	"Public Relations Tools: PEPI Materials."

Other guides in process of preparation.

o BUMPER STICKERS: "PHYSICAL EDUCATION -- THE BEST HEALTH INSURANCE"

Minimum order of 1,000 from Graphic City Publishing Company, 11519 Monticello Avenue, Silver Spring, Maryland 20902.

Current price list (subject to change without notice): 1,000, $190; 2,500, $325; 5,000, $450; $10,000, $700. Four weeks required for delivery. When check accompanies order, no postage charged; otherwise shipping cost will be added F.O.B. from Chicago. Make check payable to Graphic City Publishing Company and give precise, complete address at which order can be received DURING THE DAY. Note: A number of local and state organizations sell these as way of making money so for smaller quantities, inquire of State PEPI Coordinator.

o ANIMATED PEPI BADGES/KEY TAGS/STIK-ONS

Message: "Physical Education" alternates with "For the Health of It." Another item for locals and states to use as a money maker. Write AAHPER/PEPI for order form. Prices are 15¢ and 20¢ on orders of 2500 - 5000.

o SOURCE OF QUOTES FOR WRITERS/SPEAKERS

An increasing number of PEPI Coordinators throughout the country are developing their own feature stories, writing a weekly or monthly newspaper column, developing radio and television spots, organizing talk shows and speaking to community groups.

This is a reminder that almost every issue of AAHPER periodicals contains quotable material. In addition, PC's are using statements from the position papers developed by the profession and released through AAHPER. Below is a partial list from the AAHPER publications catalog -- a current copy of the catalog is always available by writing AAHPER Promotion, 1201 16th Street, N.W., Washington, D. C. 20036.

AAHPER BOOKS FOR QUOTING

Athletics in Education

College Physical Education Packet

Desirable Athletic Competition for Children of Elementary School Age

Essentials of a Quality Elementary School Physical Education Program

Goals for American Recreation

Guide to Excellence for Physical Education in Colleges and Universities

Guidelines for Secondary School Physical Education

Nutrition for Athletes

State Requirements in Physical Education for Teachers and Students (1973)

Why Health Education in Your School

This guide is one of a series prepared for PEPI (Physical Education Public Information) Coordinators. The PEPI program, designed to interpret the vital contributions of physical education and physical activity, is a national program implemented locally. Sponsored by the National Association for Sport and Physical Education of AAHPER, it relies upon a volunteer network of individuals in the national, district, state, and local associations for delivery of information to the public.

Questions About Implementation of Title IX

Required Activities During the First Year

Instead of questions and answers on Title IX problems, this month we propose to inform members of some specific actions required of institutions and school systems during the first year of application of the regulations to effectuate Title IX. Although these actions may not be the responsibility of the individual reader it is good to be aware of what is required so that one can cooperate wisely and intelligently. Major actions required are:

Notification of Policy

This notification of policy should have been completed by October 19, 1975. The regulation (86.9) requires that each recipient prominently include a statement that it does not discriminate on the basis of sex in the educational programs or activities which it operates. The regulation suggests publication in local newspapers, school or local education agency newspapers and magazines, alumnae bulletins, college and school catalogues, and written memoranda distributed to school or university students and parents. Bargaining agents and professional associations must also be notified.

In addition to this initial notification by publication in well publicized sources, specific and continuing steps should be taken to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of sex in educational programs or activities which it operates.

Designation of Responsible Employee as Compliance Coordinator

Each institution or agency (86.8) shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The employee or employees assuming this responsibility shall be identified by name, office, address, and telephone number to all students and employees.

Development, Adoption, and Publication of Grievance Procedures

In 86.8(b) there is a requirement for institutions and agencies to adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited under Title IX. In actual practice, the scope of Title IX is so broad that local education agencies and institutions of higher education may well find it necessary to appoint two persons with different areas of responsibility and expertise —one with experience in personnel matters for employment grievances and one for program and student policies.

Institutional Self-Evaluation

Under 86.3(c), institutions and local education agencies are required to study and evaluate current policies and practices concerning admissions of students, treatment of students, and employment of personnel (academic and nonacademic). According to the regulation the self evaluation must include three major steps:

Appraisal and evaluation of current policies and practices and procedures, and the possible discriminatory effects thereof, in the areas of student programs, and employment.

Modification of discriminatory policies and practices which do not meet the requirements of the Title IX regulation.

Development and implementation of remedial steps necessary to eliminate the effects of any discrimination which resulted or may have resulted from adherence to discriminatory policies or practices.

Procedures are not specified for conducting the self-evaluation, but it must be completed by the close of this school year, and a file should be maintained for at least three years following completion of the evaluation, with a description of any modifications and remedial steps which have been taken.

Assurance of Compliance

Every application for federal financial assistance for any education program or activity (86.4) shall include or be accompanied by an assurance of compliance with Title IX and a commitment or plan indicating efforts to remedy any existing discrimination.

Integration of Elementary Programs

Last, but by no means least important, the regulations call for elementary physical education programs to be sexually integrated by the end of this school year. This will cause little work in some areas, but in those systems where the sexes were segregated from grade 4 or 5 or 6, changes will need to be made.

Suggestions

In making the institutional self-evaluation, particular attention will be paid to employment. The Title IX employment provisions require that "no person shall, on the basis of sex, be subjected to discrimination in employment, whether full-time or part-time, under any education program or activity operated by a recipient which receives or benefits from federal financial assistance."

Since the primary intent of the employment provisions are to ensure that true equality of opportunity exists, personnel involved in administration of physical education and athletic programs should be particularly careful to look at pay for coaching and other extra-curricular activities; pay for janitorial staff in gymnasiums and athletic facilities; and any inequalities in pay of faculty. It may well be that because of the traditional separation of the sexes in physical education programs women are not under-represented in that area, but because of the traditionally low profile of athletics for females there is evidence of discrimination in coaching pay and related fringe benefits for extra-curricular activities.

In several places in the Title IX regulations and in related documents reference is made to the fact that this legislation is based on Title VI of the Civil Rights Act of 1964. Personnel officers and administrators are forbidden to classify jobs as for men or for women, but the principle of under-utilization of available, qualified personnel has been litigated in connection with Title VI. The courts agreed that when black coaches and principals resigned or were fired and were replaced by white personnel exclusively, this was prima facie evidence of discrimination. The same principle applies to the present situation.

A report came into AAHPER that in one large school district, a decision had been made to combine departments in high schools and that in every case the chair of the females' program had been downgraded. Although according to the regulations sex is not a criteria, it does seem that in this case somebody has been thinking dangerously and deciding that experience in the male program makes one more qualified. The result is highly questionable.

An area in which discrimination may be found is in overall supervision

and administration. Few women have the top positions in institutions and school systems. More may have advanced in physical education than other areas, but even here, a national survey would reveal few women with total responsibility for health, physical education, and recreation programs in public school systems. But there is a qualified group of women available; therefore complainants could charge underutilization.

More detailed suggestions on this area will be included in the February Update.

Correction and Clarification

In the November **Update** "Often Asked Questions About Title IX," reference was made to a case reported by the director of a city school system in which positions teaching physical education which had formerly been held by women had been given to men. Four vacancies in that particular system had been filled by men although women were available. In answering the question reference was made to the Office of Civil Rights memorandum to chief state school officers. A correspondent has pointed out that this memorandum referred to athletics programs. This is quite correct and I should have been more careful in checking the source. Our correspondent also points out that in several places in the regulations it is pointed out that hiring and promotion decisions should not be made on the basis of sex. True, but refer to column 3 on this page for a discussion of the relationship of this legislation to Title VI of the Civil Rights Act and of the principle of underutilization of available qualified personnel.

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AAHPER UPDATE, February 1976

Questions About Implementation of Title IX

Self-Evaluation Procedures

In the January *Update* we discussed the actions required during the first year of implementation of the Title IX regulation. Because we have received many queries on the institutional self-review that is required we continue on this subject. Approached from the right perspective this can be a valuable affirmative action procedure. Here are some suggestions for items you will wish to consider.

Review written materials distributed to parents and students, such as graduation requirements policies, student handbooks, course descriptions, curriculum guides that outline the content, activities, or institutional ideologies for courses. Do not forget to look at career leaflets or other counseling materials relating to your areas, also. In graduation requirements watch out for exceptions and exemptions that can apply only to one sex, such as ROTC service being substituted for a physical education requirement for males.

Get together data on enrollment in courses by sex. Include classes that may previously have been single sex, such as athletic training, administration.

List practice times for all teams in interscholastics or intercollegiates. State which facility is used if there is more than one.

Look at provision of equipment and supplies in relation to quality, comparative costs, and numbers for each student. How do different teams travel and what are the amounts allowed for per diem expenses.

Consider availability of officials and cheerleaders which will be a factor in judging equality in competitive athletics. Another factor would be the number of coaches assigned to teams where there is easily measurable comparability (basketball, volleyball, field hockey, soccer).

Examine student services for equality of access and comparability of program in intramurals, club sports, and dance.

Review membership requirements and programs of PEMM clubs and sororities or fraternities which receive significant assistance from the institution (space for meetings, sponsors, use of equipment). Such groups cannot be single-sex.

Look at publicity and information services for athletic programs.

Investigate assignment of staff in instructional and athletic programs.

Review eligibility requirements for scholarships or financial aid. Requirements should be identical for both males and females. The nature, quality and quantity of aid, benefits, and services should be identical also.

Examine medical, hospital, accident and life insurance policies or plans to make sure that all students are covered equally without differentiation on the basis of sex.

Look at the awards system and awards ceremonies to ascertain that males and females receive identical awards for their performances in identical areas whether academic or athletic.

Review and revise all guidance materials to eliminate sexist suggestions about future occupations or present course choices.

Self-Evaluation in Employment Procedures

The regulation prohibits discrimination in recruitment, advertising, and the process of application for employment. It also prohibits the limitation, segregation, or classification of applicants or employees in any way which could adversely affect any employment opportunities because of sex. Entrance into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to sex discrimination, including relationships with employment agencies, labor unions, and other organizations providing or administering fringe benefits to employees is prohibited.

Since physical education and athletics departments have frequently been segregated there may be problems that are peculiar to these areas that do not affect other disciplines and activities. The regulation states that athletic departments may be administered separately. It makes no comment on administration of physical education departments, but many of the Office of Civil Rights of HEW personnel are interpreting the regulation to mean that departments must be merged. (This is a change of policy on OCR's part. Its legality is doubtful, but members should know that it is the current interpretation of many OCR staff people.)

In an institutional self-review, physical educators and persons involved in athletics will wish to look at some of the following employment factors:

When and if departments are merged, discrimination could be shown to exist if there is a consistent pattern of appointment of one sex to the top position. This discrimination could be well documented when both individuals hold identical degrees. In such a case the administration should be sex blind and give priority on the basis of other factors such as length of service and relevant experience.

In graduate schools, assignment of graduate students would need investigation. Assignment of research opportunities is relevant.

Criteria for faculty performance and appraisal must be established. This should be entirely objective and without regard to sex or family responsibilities.

Leave policies and privileges must be nondiscriminatory and adequate records must be maintained. (Review carefully recent court decisions on maternity leave, both as to use of sick leave and as to demands for specific lengths of time prior to and after birth of the infant.)

Review all collective bargaining contracts for sex-related discrepancies, particularly with regard to extra-curricular assignments and fringe benefits. Remember that both signatories to a contract are legally liable.

Class load and coaching assignments must be comparable for both sexes.

Room assignments, facility assignments, and times of classes need review. Persistent assignment of inconvenient rooms or facilities to individuals of one sex would indicate discrimination.

The above suggestions are more specifically related to the areas of physical education and athletics. No doubt your institution has made suggestions for general review. It is a good idea to get started on the self-review procedures early and to draft suggested remedies for problems revealed. A hasty last minute effort might leave many areas unchanged that badly need attention.

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SECTION IV

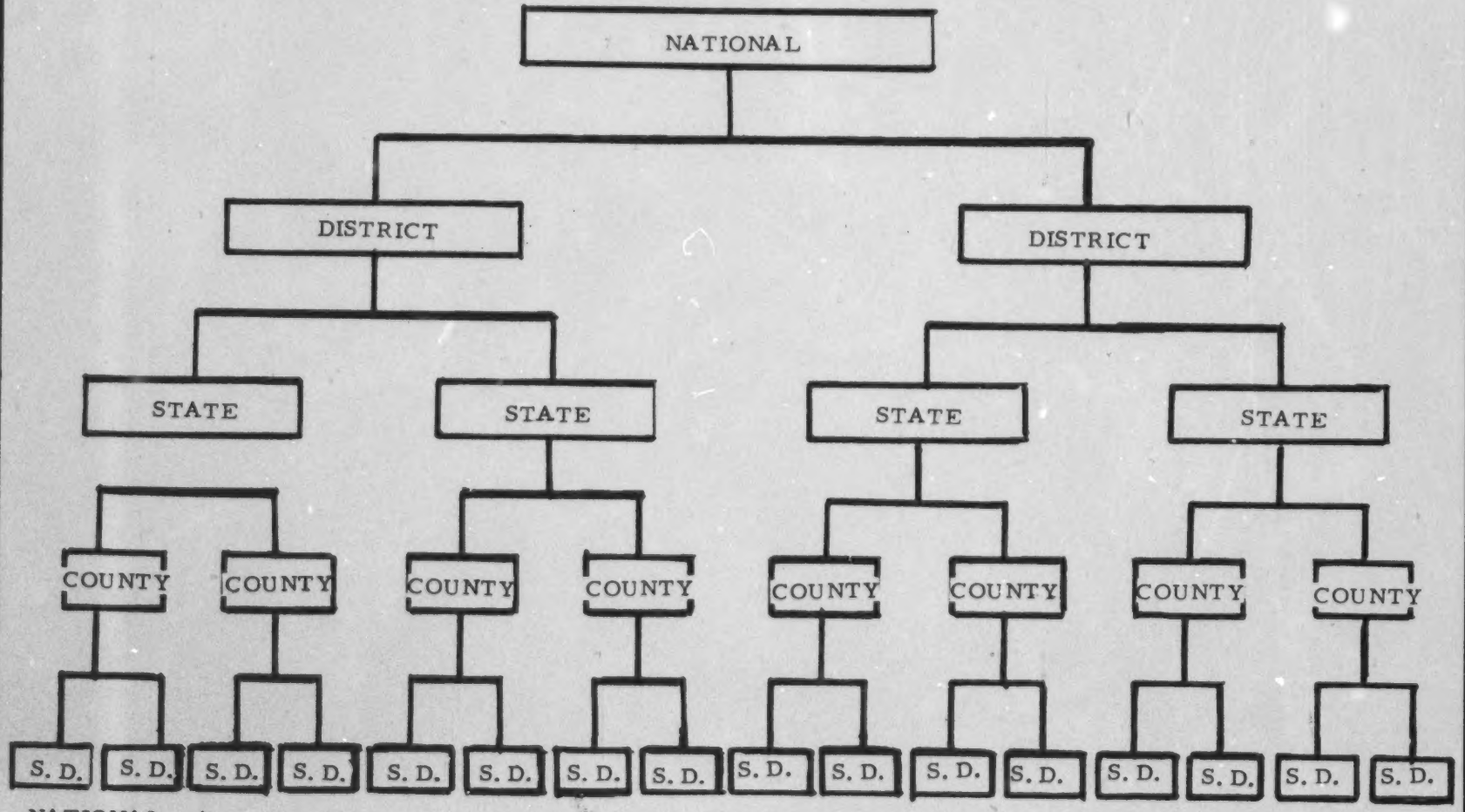
ORGANIZATONAL CHART

REVISED December, 1975

ORGANIZATIONAL STRUCTURE

OF

AAHPER PUBLIC AFFAIRS-LEGISLATIVE COMMITTEE



NATIONAL = American Alliance For Health, Physical Education And Recreation And Its Seven Associations.

DISTRICT = All Six AAHPER Districts.

COUNTY = All Counties In Each State.

STATE = All Fifty States.

SCHOOL DISTRICT = All School Districts In Each County. (S. D.)

SECTION V

LEGISLATIVE COMMUNICATION

THE RIGHT TO WRITE

THE RIGHT (WAY) TO VISIT

THE RIGHT TO WRITE*

By

MORRIS K. UDALL, MEMBER OF CONGRESS, SECOND DISTRICT OF ARIZONA

SOME SUGGESTIONS ON WRITING YOUR CONGRESSMAN

Surprisingly few people ever write their congressman. Perhaps 90 percent of our citizens live and die without ever taking pen in hand and expressing a single opinion to the man who represents them in Congress--a man whose vote may decide what price they will pay for the acts of government, either in dollars or in human lives.

This reluctance to communicate results from the typical and understandable feelings that congressmen have no time or inclination to read their mail, that a letter probably won't be answered or answered satisfactorily, that one letter won't make any difference anyway. Based on my own six years experience, and speaking for myself, I can state flatly that most of these notions are wrong:

-- Let me say that I read every letter written me by a constituent; a staff member may process it initially, but it will be answered and I will insist on reading it and personally signing the reply.

--On several occasions I can testify that a single, thoughtful, factually persuasive letter did change my mind or cause me to initiate a review of a previous judgment. Nearly every day my faith is renewed by one or more informative and helpful letters giving me a better understanding of the thinking of my constituents.

Mail to a modern-day congressman is more important than ever before. In the days of Clay, Calhoun, Webster and Lincoln, congressmen lived among their people for perhaps nine months of the year. Through daily contacts in a constituency of less than 50,000 people (I represent 10 times that many they could feel rather completely informed on their constituents' beliefs and feelings. Today, with the staggering problems of government and increasingly long sessions, I must not only vote on many more issues than early-day congressmen, but I rarely get to spend more than 60 days a year in Arizona. Thus my mailbag is my best "hot line" to the people back home.

SOME FUNDAMENTALS

Here are some suggestions that apply to all congressional mail:

Address it properly: "Hon. _____, House Office Building, Washington, D. C. 20515." Or, "Senator_____, Senate Office Building, Washington, D. C. 20510" This may seem fundamental, but I once received a letter addressed like this: "Mr. Morris K. Udall, U.S.

Senator, Capitol Building, Phoenix, Arizona. Dear Congressman Rhodes. . ."

Identify the bill or issue: About 20,000 bills are introduced in each Congress; it's important to be specific. If you write about a bill, try to give the bill number or describe it by popular title ("truth in lending," "minimum wage," etc.)

The letter should be timely: Sometimes a bill is out of committee, or has passed the House, before a helpful letter arrives. Inform your congressman while there is still time to take effective action.

Concentrate on your own delegation: The representative of your district and the senators of your state cast your vote in the Congress and want to know your views. However, some writers will undertake to contact all 435 Members of the House and 100 Senators, who cast votes for other districts and other states. If you happen to be acquainted personally with a member from Nebraska, he might answer your letter, but there is a "congressional courtesy" procedure which provides that all letters written by residents of my district to other congressmen will simply be referred to me for reply, and vice versa.

Be reasonably brief: Every working day the mailman leaves some 150 or more pieces of mail at my office. Tomorrow brings another batch. All of this mail must be answered while I am studying legislation, attending committee meetings and participating in debate on the House floor. I recognize that many issues are complex, but your opinions and arguments stand a better chance of being read if they are stated as concisely as the subject matter will permit. It is not necessary that letters be typed--only that they are legible--, and the form, phraseology and grammar are completely unimportant.

Student letters are welcome: Some of the most interesting letters come from high school and college students. Students may not vote, but many of them can be drafted, they must obey the laws we pass, and their opinions are important to me.

In the course of my years in Congress I have received every kind of mail imaginable--the tragic, the touching, the rude, the crank, insulting, persuasive, entertaining, and all the rest. I enjoy receiving mail, and I look forward to it every morning; in fact my staff people call me a "mail grabber" because I interfere with the orderly mail-opening procedure they have established. Whatever form your letter takes I will welcome it. But to make it most helpful I would suggest these "do's" and "don'ts":

DO'S

Write your own views--not someone else's. A personal letter is far better than a form letter or signature on a petition. Many people will sign a petition without reading it just to avoid offending the circulator; form letters are readily recognizable--they usually arrive in batches--and usually register the sentiments of the person or lobbying group preparing the form. I regret to report that form letters often receive form replies. Anyway, I usually know what the major lobbying groups are saying, but I don't often know of your experiences and observations, or what the proposed bill will do to and for you. And I often am not fully aware of new conditions and developments in Arizona. A sincere, well-thought-out letter from you can help fill this gap.

Give your reasons for taking a stand. Statements like "Vote against H. R. 100: I'm bitterly opposed" don't help me much. But a letter which says "I'm a small hardware dealer, and H. R. 100 will put me out of business for the following reasons. . ." tells me a lot more. Maybe I didn't know all the effects of the bill, and your letter will help me understand what it means to an important segment of my constituency.

Be constructive. If a bill deals with a problem you admit exists, but you believe that bill is the wrong approach, tell me what the right approach is.

If you have expert knowledge, share it with your congressman. Of all the letters pouring into a congressman's office every morning, perhaps one in a hundred comes from a constituent who is a real expert in that subject. The opinions expressed in the others are important, and will be heeded, but this one is a real gold mine for the conscientious Member. After all, in the next nine or ten months I will have to vote on farm bills, space, health, education, housing and veterans' bills, and a host of others. I can't possibly be an expert in all these fields; many of my constituents are experts in some of them. I welcome their advice and counsel.

Say "well done" when it's deserved. Congressmen are human, too, and they appreciate an occasional "well done" from people who believe they have done the right thing. I know I do. But even if you think I went wrong on an issue, I would welcome a letter telling me you disagreed; it may help me on another issue later.

DON'TS

My list of "don'ts" would include these:

Don't make threats or promises. Congressmen usually want to do the popular thing, but this is not their only motivation; nearly all the Members I know want, most of all, to do what is best for the country. Occasionally a letter will conclude by saying, "If you vote for this monstrous bill, I'll do everything in my power to defeat you in the next election." A writer has the privilege of making such assertions, of course, but they rarely intimidate a conscientious Member, and they may generate an adverse reaction. He would rather know why you feel so strongly. The reasons may change his mind; a threat probably won't.

Don't berate your congressman. You can't hope to persuade him of your position by calling him names. If you disagree with him, give reasons for your disagreement. Try to keep the dialogue open.

Don't pretend to wield vast political influence. Write your congressman as an individual--not as a self-appointed spokesman for your neighborhood, community or industry. Unsupported claims to political influence will only cast doubt upon the views you express.

Don't become a constant "pen pal." In a newsletter appealing for more constituent mail I don't want to discourage letters, but quality, rather than quantity, is what counts. Write again and again if you feel like it, but don't try to instruct your congressman on every issue that comes up. And don't nag at him if his votes do not match your precise thinking every time. Remember, he has to consider all his constituents and all points of view. Also, keep in mind that one of the pet peeves on Capitol Hill is the "pen pal" who weights the mail down every few days with long tomes on every conceivable subject.

Don't demand a commitment before the facts are in. If you have written a personal letter and stated your reasons for a particular stand, you have the right to know my present thinking on the question. But writers who "demand to know how you will vote on H. R. 100" should bear certain legislative realities in mind:

- On major bills there usually are two sides to be considered, and you may have heard only one.
- The bill may be 100 pages long with 20 provisions in addition to the one you wrote about, and I may be forced to vote on the bill as a whole, weighing the good with the bad.
- It makes little sense to adopt a firm and unyeilding position before a single witness has been heard or study made of the bill in question.
- A bill rarely becomes law in the same form as introduced. It is possible that the bill you write me about you would oppose when it reached the floor.

The complexities of the legislative process and the way in which bills change their shape in committee is revealed by a little story from my own experience. One time a couple of years ago I introduced a comprehensive bill dealing with a number of matters. I was proud of it, and I had great hopes for solving several perennial problems coming before Congress. However, after major confrontations in committee and numerous amendments I found myself voting against the "Udall Bill."

CONCLUSION

During the two year life of this Congress, the House clerk will record my votes on more than 250 issues. But in a very real sense these will not be "my" votes; they will be yours too. There are more than 500,000 Americans in the 2nd Congressional District of Arizona, but when the clerk calls the roll, he calls only my name, thus these 250 votes I cast will speak for you in the decisions our country must make in the next wwo years.

I need your help in casting those votes. The "ballot box" is not far away. It's painted red, white and blue, and it reads "U.S. Mail."

Morris K. Udall
Member of Congress,
Second District of Arizona

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* Written by the Honorable Morris K. Udall, Congressman, Arizona. Reproduced through the courtesy of NEA Government Relations.

THE RIGHT (WAY) TO VISIT

SOME SUGGESTIONS ON VISITING YOUR CONGRESSMAN

In his statement on "The Right to Write", Congressman Morris K. Udall offered valuable suggestions on writing your Congressman. All of his comments apply equally as well to visiting your Congressman. Even more so. Therefore, if you are planning to visit your Representative's or Senator's office, first read what Mr. Udall has to say about writing and then adapt his cogent thoughts to your face-to-face meeting.

But there are some diffences between writing and visiting--at least in degree.

--The first is in timing. Your Congressman can read your letter at a time convenient to him--most probably early in the morning or late in the evening. He can have his staff obtain any necessary information in the preparation of his reply. And he can reflect on his response if the subject is a complicated or sensitive one.

--An office visit usually comes during prime working hours-when committee hearings are being held, when the Houses are in session, when conferences with other members, Federal officials or other hard-to-reach persons take place, when other aspects of government business, your business, are pursued. At best, your Congressman can afford to give you but a few minutes and he would like to make the most of his short time with you. Be considerate of your Congressman's precious time.

BE SURE THE PURPOSE OF YOUR VISIT IS IMPORTANT

To represent the profession one should be knowledgeable and articulate. A personal friend of the Congressman will see him during social hours.

WHENEVER POSSIBLE, ARRANGE FOR AN APPOINTMENT IN ADVANCE

Be on time. But also be prepared for a delay or interruptions. If a roll call is signaled or if an important hearing runs overtime, your Congressman may have to give that urgency his priority attention and keep you waiting.

THE OFFICE STAFF

Make every effort to establish the most friendly atmosphere possible

with at least the key members of the Congressman's staff. The "Administrative Assistant," "Executive Assistant," "Personal Secretary," and "Appointment Secretary" are positions some or all of which may be found on the Congressman's staff. Learn and use the correct names of staff members in these positions. They can be extremely influential or detrimental to your cause. Develop the situation to augment your efforts to the maximum.

GET DOWN TO BUSINESS QUICKLY

Congressmen know how to break the ice. You don't have to give him a long buildup about how your father told you that his father went to school with the Congressman's grandfather.

STATE YOUR CASE BRIEFLY AND CLEARLY

Most of us prefer to speak our piece rather than write it because writing takes discipline to be concise. The same discipline should be applied to talking. Trying to say what you want to say without rambling. Stick to one or a few main points. You can't expect to review the situation in infinite detail. Answer the Congressman's questions honestly and as precisely as you can, leaving out extraneous matters. Try to carry on a freeflowing conversation but stay on the subject. If he goes off on a tangent, try bringing him back to the main issue as quickly as you can because your time with him is limited, too.

GIVE HIM OPPORTUNITIES TO CONCLUDE THE INTERVIEW GRACEFULLY

After you have made your main points, volunteer to withdraw. Most busy executives have alerted their secretaries to extricate them from visitors who impose on their hospitality, but it is always more pleasant to end the conversation an a mutual high note. It is also more favorable for your cause. If the person you are visiting is interested in obtaining your views in further detail, he will easily make this evident. Be sensitive to note the point of diminishing returns and take your leave.

SUBSTANCE AND SUBJECT

Another difference between writing and visiting is the nature of the subject, or the emphasis put upon it. Hopefully, you will have already written the Senator or Representative before you visit him, giving him your basic views. Then why the visit?

1. To remind him of your deep and continuing concern; Congressmen deal with multitudinous and varied subjects. While your letter may have been informative and helpful, your making the effort to visit his office will emphasize the significance of the matter to you and will bring it to the forefront of his consciousness.

2. To find out the prognosis of the bill and any recent developments that may affect it: your Congressman may be able to tell you what he thinks may happen regarding the bill in question. He may be able, also, to inform you of recent developments that may alter your views, suggest changes in strategy, or reinforce your efforts.

3. To seek your Congressman's advice; he may be able (and willing) to advise you concerning the preparation of testimony, to indicate the need for more facts or supporting information, or to suggest further courses of action.

4. To give your Congressman an opportunity to explore your views or to gain further information that may help him reach a decision regarding his own actions. This is the most important reason. Come prepared. The Congressman may welcome the chance to deal with questions or details that are more feasible for oral than written communication, to bounce some some ideas off of you, and to observe your face and feelings as you discuss the matter together.

WHEN REQUESTING AN APPOINTMENT INDICATE AS SPECIFICALLY AS YOU CAN THE PURPOSE OF YOUR VISIT

If you have written the Congressman previously, mention the date and nature of your correspondence. If possible, send a copy of your letter and his reply for ready reference. If you have not written him send a resume, following the suggestions in The Right to Write by Congressman Udall.

DO YOUR HOMEWORK

Be ready to provide solid facts and to answer reasonable questions on the subject, its proponents and opponents, and the consequences of the legislation--particularly as it may affect you and other constituents of your Congressman. Bring simple charts, photographs, cassette tapes or other easily-displayed materials. Be sure they are relevant. Don't attempt to set up any elaborate audio-visual aids. If you have movies, slide films, videotapes, etc., that you feel are particularly meaningful,

tell him about them--even before the interview. Let him offer his staff's assistance in finding an appropriate viewing area and setting up the equipment, but do not press him to do this.

IDENTIFY YOURSELF

Not just your written personal background. Let him know whether you are speaking for yourself only or whether you are representing an organization or group. If the latter, who are they, what are their interests in this legislation, and by what authority do you speak for them? Don't drop names or hint at connections that you do not enjoy.

TRY TO SUMMARIZE THE RESULTS OF THE DISCUSSION

Briefly and tactfully review with the Congressman your purpose, major points, your requests of him and any further action you propose to take. Do not ask him for a commitment or a decision if he does not volunteer one. Understand that he may still want to seek other views, obtain further information, or give the matter additional thought. Offer to provide any further assistance and follow- up that he may feel will be helpful. Give him some "elbow room" so that he will not feel that you are utterly devastated or driven to relentless anger if he does not readily endorse your proposals.

BE HONEST

Tell it like it is--as best you know the truth, but don't be pugnacious.

PHOTOGRAPHS

How well you are acquainted with your Congressman will determine whether or not photographs are appropriate. Taking your cue from the often used expression, "A picture is more valuable than a thousand words," you should make every appropriate effort to secure a photo record of your visit. A shot of the Congressman at his desk and one with you, with the Capitol as a background, have tremendous vote-getting potential. Offer prints to him. They are valuable for the newspapers of his district, for his newsletters, etc. Photos of the occasion are also valuable for your professional magazines and newsletters.

CONCLUSION

BE COURTEOUS AND CONSIDERATE AT ALL TIME. Your spokesman in government has a wide and varied constituency and is dealing with broad and complex problems. Do your best to help him make democracy work, but try to keep life tolerable for both of you in the process.

SECTION VI

LEGISLATIVE CALLS BY PROMINENT PEOPLE

THE MAYOR ATHLETE

MOST VALUABLE PLAYER

THE OLYPIC MEDALIST

63

LEGISLATIVE CALLS BY PROMINENT PEOPLE

The field of Health, Physical Education and Recreation has many friends. These friends can be of tremendous help in promoting the provision and maintenance of an adequate physical education program in our communities and states. Their word--with only an altruistic motivation--founded on their background of knowledge and accomplishment, will be infinitely more influential than the word of a working member of the profession.

These people will need to be motivated, organized and helped relative to information and facts about the area of concern. It is advisable to give both the pro and con of the situation. The tactful approach made by someone whom they know and respect is advised to the degree possible.

Be specific about the target. If it is the Speaker of the House, the sponsor of the legislation or the chairman of a committee so advise them. They may be acquainted with another member who has effective influence with your target.

The time of the visit, an appointment if necessary, transportation, a meeting place, etc. will need be given adequate attention to meet the needs of the situation.

A picture in the Congressman's office of the group visiting with the Congressman can be valuable in many ways. You can gain a great deal for your cause by offering prints to the Congressman for his newsletters, newspapers in his district, etc. The cost is small in comparison to the gain. Prints are also valuable for your state and national publications. Plan photography for the occasion remembering that for the Congressman exposure is priceless because of its relationship to votes.

Suggestions relative to individuals with the stature and prestige that will be most effective for your campaign are:

The Olympic medalist.

The local, state or national champion in a recognized sport.

The Heisman or Cy Young award winner.

The most valuable player, scholastic, professional, local, state league or national.

The captain and/or coach of the winning team of the scholastic or professional league or conference.

The mayor or other public official who was a former noted athlete.

The business people or other prominent citizen whose former athletic career is widely recognized.

Prominent citizens of any age who have been identified for their rigorous pursuit of good health and activity programs regarding fitness, ie. state winners in President's Council for Physical Fitness Awards.

These people or others of comparable stature and prestige are to be found in every community and state awaiting the opportunity to exert their influence for your cause. The only ingredient necessary to activate and release this force is a tactful, highly motivated, dedicated practitioner from the field of physical education with the organized profession at local, state and national levels in close support of his efforts.

Invitations to address state or national groups, to conduct services, to review and react to pending legislation should be sent to prominent visiting persons.

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SECTION VII

COMMUNICATION WITH PUBLICS

THE PUBLICS

THE ACTION

THE MESSAGE

HOW DO YOU SCORE ?

COMMUNICATION WITH OUR PUBLICS

NEED PROGRAM VISIBILITY

Providing a good program of Health, Physical Education, and Recreation for an institution or a community does not insure its continuance in today's world. Competition for funds to provide such programs is very keen today and the future seems to hold little promise of any improvement. Health, Physical Education and Recreation personnel have not been given to, "blowing their own horns." They have not organized to press for funds and support of programs. Their professional organizations have served principally to improve programs and skills. As a consequence it has been comparatively easy to reduce programs, personnel, funds and facilities as desired when economy movements become politically expedient.

Providing good programs today is not enough--it is only doing a part of the job. Physical educators must "sell " their programs to their various publics. This is not to suggest that program quality is to be in any way sacrificed that we may concentrate on salesmanship. It must be recognized that community, faculty or State support is not an automatic result of good programs. Sound support programs must be conscientiously planned, developed and implemented. It must be realized that both quality programs and programs of support must be carried on simultaneously and with consummate skill and dexterity.

Below are some suggested ways in which Health, Physical Education and Recreation personnel can develop program support.

IDENTIFYING OUR PUBLICS

Who counts? Let's face it. Everyone counts. The children in our schools. Their parents. Our employers. Other professionals. The people who make policy decisions. The people who make laws and funding decisions. Defining these publics--pinpointing specific "audiences" --is an essential process in order to identify the ways we have available to communicate.

Within each member's personal sphere of influence, we need to identify the various "publics" with which we want to relate and become aware of every existing opportunity to communicate, even to create opportunities. Obviously we come in contact with some of these groups more than others. Take advantage of these contacts and seek ways to become involved with others.

STUDENTS

Instructors have more contact with students than with any other single public and more opportunity to communicate. Through students, we can also learn to communicate with other publics, primarily parents.

PARENTS

Although parents can be a tremendously influential force in the community, many educators have not fully recognized the value of parental understanding and support for education.

SUPERINTENDENTS OF SCHOOLS, SCHOOL BOARD DIRECTORS, CURRICULUM DIRECTORS

Communication with these decision makers for school programs who determine how physical education should be defined, classified, credited and budgeted for is vital for understanding of and the continuation of physical education and sports programs in schools. Some decision makers question whether physical education is a necessary part of education.

OTHER INSTRUCTORS AND STAFF MEMBERS

Within the school environment, there are many ways to interpret the contributions of health, physical education, and recreation and to toward mutual educational goals. The ways we in HPER achieve goals are different; HPER is different. Yet we cannot let these differences set us apart.

LEGISLATIORS AND GOVERNMENT OFFICIALS

Very few AAHPER members are on a first name basis with the governors of their states, but many do know state legislators, local government officials, or school board members. More importantly, it's not necessary to be on a first name basis in order to communicate.

LOCAL MEDIA

Our basic need in communicating with representatives of local media and building a rapport is to create positive attitudes toward our field. . . toward our program.

WAYS TO COMMUNICATE

A varied audience calls for a variety of techniques, and we must not overlook the value of the obvious. Following is a list of ways to communicate with the important publics identified above. Not all will apply to every group--but they can all be effective.

Face-to face contact
Posters and other visual materials
Local and national public media
Personal conversations
Demonstrations
PTA programs
Personal correspondence
Curriculum guides
Report cards
Local and national public media
Participation in community activities
Programs that physically involve parents
Brochures and booklets on HPER
Meetings; in-service training program
Participation in local educational associations
Recreation and social activities
Public meetings
Participation in local political life
Letters to the editor
Competitive athletic programs
Open houses for media personnel

THE MESSAGE

What do we have to say: There is so much pertinent information that distilling and selecting the things to relay to the public may be the biggest problem we face. This becomes precisely the case as one attempts to develop a Physical Education Public Information project. As we study the kinds of information parents should have--the type of data that would impress legislators or administrators in education--it becomes obvious that everything we do or know should be of interest.

Experts in this field say they are convinced that you sell programs the same way you sell soap, cereal, automobiles and clothes. You make them attractive and desirable. You sell the aroma, instead of the coffee. All the verbiage will continue to flourish within the profession--but for public consumption, it must be common-denominated and capsuled to the point that the rushed businessmen, the harried teacher, the disinterested child, and the disgruntled taxpayer will all stand still for the moment it takes to tell this story.

A sound, concise description of what is Physical Education may be stated as follows:

(1) A physically educated person is one who has acquired knowledge and skills concerning his body and how it works.

(2) Physical activity can provide good physical and mental health insurance.

(3) Physical education can contribute to academic achievement.

(4) A sound physical education program contributes to development of a positive self-concept.

(5) A sound physical education program helps an individual attain personal and social adjustment skills that form a basis for living in a democracy. These concepts are used to evaluate the message in our efforts.

AAHPER periodicals and publications are filled with information which can become the source of messages aimed at the various publics. Often, these topics can become newsworthy in your community simply by finding examples of local programs which illustrate the concepts.

If you have ever doubted that HPER is of vital concern to the public, simply review the following statements that sketch today's trends and priorities.

PE can improve a child's ability to read and write through detection and correction of motor skill deficiencies.

There is a relationship between underactivity and obesity.

HPER builds self-confidence and self-esteem . . .teaches young people to cope.

Lifetime sports deserve a place in the school curriculum; every child at graduation should have skills in one or more activities which he can enjoy for a lifetime.

HPER becomes more important in an urban environment, as changing lifestyles make new demands.

There is growing need to offer leisure opportunities to the least employed (e.g., teenagers and older, retired people).

Movement education provides an individualized learning experience in the formative years aimed at helping every child.

Young people turn to drugs because they can't get a natural high; physical activity, and particularly challenging sports, offer a viable alternative to other risk-taking behavior.

The topics listed here represent today's thinking. Unquestionably some of the topics are controversial because HPER, as all of society, is in a constant state of change. But, they are timely topics. . . pertinent topics. As such, they serve as suggestions to be relayed to the publics with which you come in contact.

THE ACTION

Programs, projects, and individual actions win community support. Perhaps you have the feeling that one person can't do very much to influence public opinion. . . to change minds . . . to win friends for HPER. Well, you're wrong.

We have seen already the opportunities for communications available to a professional through daily, personal contacts alone. There are many other ways to generate communications opportunities and create publicity opportunities as well. Many can be accomplished by an individual; others may require the joint effort of professionals working together. Here are some examples:

Arrange to switch schools for a day with others in your field--high school instructors switch with elementary, suburban switch with inner city.

Introduce yourself to a sportscaster in your hometown. Tell about the need for better public information on physical education and ask him to relay information in the course of broadcast.

Stage a PE demonstration to raise money for needed equipment or to benefit a local charity.

Organize an HPER-administrator exchange day in which board members and administrators get a taste of the classroom while you struggle with front office programs.

Through your local association, honor outstanding and helpful community citizens with an award.

Work out a plan for having personal conferences or meetings with parents, even if it means visiting them at home.

Order parent leaflets or position statements from AAHPER and give to parents.

Send copies of AAHPER Update to your principal and superintendent with highlights circled.

Send a press release or announcement to the local newspaper when you attend a conference, workshop, or convention.

Write letters to the editor when they do a good job of reporting on HPER locally. . . or when they do a one-sided job.

Invite superintendents, principals, and school board members to professional meetings. Introduce them publically at the meetings.

Buy reprints of important articles and circulate them to influential individuals in the community.

Arrange a PTA presentation around a movie or filmstrip. . . have a panel discussion, or question-and-answer session after.

Have a back-to-school day for parents; invite them to participate.

Offer your professional time to senior citizens groups or community programs in health, physical education and recreation.

Develop an early morning fitness clinic for parents and other youth leaders.

Work with art instructors in developing a poster program on some aspect of health or physical education; arrange to have posters displayed in local stores or a bank.

Write an article for a professional periodical . . . at least to express your opinion on what is being written.

Ask your family doctor to stress often the benefits of physical activity to patients.

Keep the superintendent informed of what's happening in the system and other systems through well-developed course descriptions, calendars of events, reports, and letters.

Submit an annual report to the school board on HPER achievements and goals.

Ask children to speak personally about their involvement and experiences in HPER--to invited parents or school board members. If this can't be done face-to-face, reproduce their comments.

Invite guests of honor to athletic events and demonstrations of programs. Include city officials, school board members, local sports personalities.

Use American Education Week as a time to heighten interest in HPER; develop your own programs to tie-in with other school activities that week.

Channel interesting facts and opinions as well as news of events through the school news system.

Provide simple facts to parents and principals regarding what children are doing and learning.

Try to relate to the general public what HPER is doing for the average student, not just the gifted.

Let your principal know how you are involved professionally outside of the school and about the community programs you support through active participation.

Support and encourage programs that bring together HPER professionsals to discuss shared objectives and prepare statements listing priority goals.

Consider the benefits of lay committee and the advantages of having members of such a committee speak for HPER.

Keep alert for every news possibility--what students do and what they are taught are valid subjects for use by the press, radio, and television. Make it a regular habit to communicate with the people responsible for public relations in your school system and your association.

Arrange visits to school operated resident outdoor education programs or on site visits to alternative classrooms-adventure-playgrounds, etc.

Implement the use of the AAHPER-developed Leisure Counseling Kit and arrange for its use in adult and continuing education programs, in meetings of Boards of Education and in meetings of the Parent Teacher groups.

. . .

HOW DO YOU SCORE?

This is a checklist consisting of items which describe ways HPER professionals can personally help in community support. Score your current effectiveness. The Scale starts at 0 and goes to maximum of 5 points.per item for a planned and effective program. Your total score should exceed 50 points to justify a minimally acceptable program in Public Affairs.

____ My students see the educational purpose behind their school experiences.

____ I am sure students do a good job of communicating these objectives to parents.

____ I keep fellow educators and administrators informed of innovations in my field.

____ I keep my eyes open for newsworthy events in my program and call them to the attention of local media through appropriate channels.

____ I encourage lay people to speak for my field as well as doing it myself.

____ I keep alert to enthusiasts in the community who could be enlisted as advisors or supporters of the school program.

____ I have formulated in my own mind why I'm in the field I'm in and I have relayed this to young people.

____ I use points of contact with the public, especially in the school environment, to get across at least one fact about the benefits of HPER programs.

____ I participate actively in state, district, and national association projects.

____ I am well versed on new ideas and opinions being expressed. I am expressing my ideas and experiences in a way that can be shared by others.

____ I use all the resources available to me.

____ I relate to other professionals in my field toward common goals within our community.

____ I promote the lifetime aspects and benefits of HPER learning experiences.

____ I have expressed pride and appreciation to students, parents, and administrators for their participation in and support of my work.

____ I have written to local and national media thanking them when they do a good job of reporting events related to my profession or when they provide public service time.

___ TOTAL SCORE

(It is suggested that you rescore yourself periodically as you begin to implement your program in public affairs and legislation.)

SECTION VIII

POINTS FOR SPEECHES

THE SERVICE CLUB

THE COLLEGE FACULTY

RADIO AND TELEVISION

SUGGESTED POINTS FOR SPEECHES ON HEALTH, PHYSICAL EDUCATION AND RECREATION

Our publics must become convinced that Physical Education, Health and Recreation are as valuable to a child's education as any other subject of the curriculum. Every avenue to convey this information must be utilized. A common and effective way to communicate this message is through the media of a speech delivered by a competent speaker (preferably the physical education teacher) wherever our publics congregate, in civic, fraternal, church and lay groups. Members of the professional fields of HPER should be utilized as speakers whenever possible on the basis of nonpayment other than approved travel expenses which might be available. AAHPER and its various operational structures have traditionally not provided honorariums for those who qualify for memberhsip in the organization.

The presentation should be carefully prepared. It should be factual , short, snappy, and filled with information of importance to all average individuals. Since both speakers and audiences vary widely a "canned" speech is inadvisable. However, there are a number of points around which excellent speeches can be built that will materially assist one to prepare a speech and that will help to provide an audience with information of interest and value to them.

It should also be borne in mind that the speech is only one method by which information is communicated. The news media, radio, television and newspapers are also very valuable means of communication. Points that are valuable in preparing a speech are also very valuable in preparing materials for the other media.

Some suggested items for these various areas of communication are:

1. A sound, healthy body is prerequisite to a full productive life.
2. Knowledge of bodily functions provides for the healthy growth of our bodies and fruitful maturity.
3. The relationship of growth and exercise.
4. Why young people need physical education although they are in good health.
5. How mental and physical health are related.

6. The benefits of training in life time sports.

7. The coordination of mind and muscle.

8. Why all young people should be required to take Health and Physical Education:
    a. Those who need it most will otherwise avoid the course.

9. Cardiovascular health.

10. Physical education as it relates to moral character.

11. The "loner" and team-work.

12. Neuro-muscular activity.

13. The Non-work Ethic and the Leisure Society.

14. The Right to Play and Recreate: The Special Problems of The Handicapped.

15. Play and Aging.

SECTION IX

THE BENEFITS

OF HEALTH EDUCATION OF PHYSICAL EDUCATION

OF RECREATION

THE BENEFITS OF HEALTH, PHYSICAL EDUCATION AND RECREATION

The case for requiring that all boys and girls receive physical education rests primarily on the contribution of physical activity to growth and health. This is not to say that daily periods of physical education K-12 must or do supply adequate daily physical activity, but rather that the instruction provides opportunity to learn the needed skills and concepts. The skills in turn help an individual to feel comfortable with and to enjoy participation in sports and other types of physical activity. The concepts learned give an understanding of the reasons why physical activity throughout life is a valuable habit to begin and to maintain.

PSYCHOLOGICAL BENEFITS

The importance of physiological well-being in the maintenance of emotional good health is almost universally accepted. Individuals who exercise regularly claim a general feeling of well-being even when there is no significant change in fitness measures. Exercise also helps people to control tensions. Exercise therapy is recognized as an important adjunct in the "total-push" concept of psychiatric rehabilitation. It has been found that a decrease in depression fatigue occurs following exercise. Exercise is also recognized as valuable in cognitive-perceptual motor therapy with disturbed children. Studies have shown that well-adjusted individuals are more involved with hobbies and sports than others although the reasons are not clear-cut.

MENTAL ABILITIES AND LEARNING

Although additional research is needed, especially with the "normal" individual, dramatic gains have been noted in the intellectual efficiency of mentally retarded who have had planned programs of physical activity. Significant increases in the I. Q's of mentally retarded children have been observed as well as gains in their physical abilities. A low positive relationship has been shown to exist between physical fitness and academic achievement. One cannot be certain whether individuals exhibit greater academic success because they are physically fit or whether individuals who experience greater academic success choose to exercise more frequently than others. It appears, however, that access to opportunity for physical activity is a factor. Research has shown that certain early visual and motor experiences play a role in the ease with which academic learning takes place. Studies have also indicated that certain neuromuscular coordinations may be improved through planned physical activity.

ABILITY TO BECOME A MEMBER OF SOCIETY (SOCIALIZATION)

While physical education programs lend themselves to providing some of the necessary conditions for socialization, such as models and social interaction, there is little evidence to support the idea that physical education programs have been particularly effective in preparing students for such diffuse roles as democratic citizen or a person with outstanding moral character. Only when the role, for example, democratic citizen, is characterized in much the same way by several of the child's "significant others," that is, parents, peers, sports and TV heroes, and teachers, can we expect the child to develop that role effectively. When the physical education teacher deliberately plans for this, especially, with others, there is no reason to doubt that physical education programs can make a considerable contribution to socialization of boys and girls.

NEUROMUSCULAR ACTIVITY

The ability to move effectively and to perform physical work is dependent in the final analysis upon the control of muscles. Terms such as strength, endurance, coordination, fatigue, and others have been in wide general use for years, yet ehre is a growing body of research today that seeks to understand their basic elements. The number of adherents to the theories of isometric training is dwindling as new evidence of the superiority of the traditional isotonic methods of training become better known. Recent research indicates that there may be real difference between a single muscle contraction and a repetitive action made over a period of time, suggesting that perhaps the distinction is between the susceptibility to motivation of strength tasks as compared with the tasks of endurance.

CARDIOVASCULAR HEALTH

Individuals engaged in active occupations have a lower incidence rate of heart disease and a better recovery record. Mild exercise increases fat tolerance, activates the fibri nolytic system, (pertaining to protein component of the blood) and reduces the chances of internal clotting after surgery. Strenuous exercise is more efficient in producing braycardia (slowness of the heart) and cardiac hypertrophy (increase in size other than natural growth) with their attendant cardiovascular health benefits.

GROWTH

It is known that certain minimums of exercise are needed to support normal growth and maintain muscle and bone tissue. Studies show that heavy physical work tends to make individuals taller, heavier and of more robust build, that growth may be enhanced by heavy athletic training. Some studies indicate that daily strenuous exercise throughout life results in increase of muscle, loss of body fat, but no increase in body length. Furthermore, if the heavy exercise program is terminated during the period of growth, the tissues tend to regress although gains are not entirely lost.

WEIGHT CONTROL

Evidence shows that exercise combined with a sound caloric intake plan is the best weight reduction method for the slightly or moderately obese person. Exercise increased caloric expenditure, promotes a healthier body composition, (i.e. for a given weight there is less body fat), and creates a more effective balance between food intake and energy expenditure. Physical education contributes by teaching concepts of weight control and by providing adequate appropriate exercise which contributes to effective weight control.

THE PHYSICAL EDUCATION PROGRAM

Physical education constitutes an essential part of the total education program with significan. contributions to make toward achieving desirable educational outcomes. It is education through, as well as of, the physical. The physical education program:

- -promotes the physical growth and development of children and youth while contributing to their general health and well being.
- -is the singular area of the school curriculum which makes a major contribution to the personal physical fitness of each student, including cardio-respiratory fitness, endurance, flexibility, agility, balance muscular strength, speed, power, and coordination.
- -teaches efficient, graceful, useful movement skills at all developmental levels.
- -is a planned sequence of experiences in a variety of activities beginning with basic movement and skills and progressing toward complex movement and skills.
- -offers many opportunities to help individual students develop a wholesome self concept and an acceptable perception of others.
- -is education for the constructive use of time, including leisure hours in keeping fit and in enjoying physical forms of recreation both during the school years and throughout adult life.
- -helps students to understand and appreciate expressive, creative-aesthetic movement from the standpoint of both the participant and the observer.
- -makes important contributions to the emotional, social, mental, moral and ethical development and adjuestment of students.

(The Society of State Directors of HPER)

ABOUT THE NEW PHYSICAL EDUCATION *

The New Physical Education Develops Strong Self-concept.

A prime goal in all levels of physical education instruction today, from early childhood experiences through college, is the development of a positive self concept. Individuals who feel good about themselves--who are active and involved, who can act effectively and with grace -- are more at ease socially and are more self-assured in whatever they try to do. Statistics clearly show that few young people involved in school sports programs, for example, drop out of school even in areas with above average dropout rates. There is every reason to believe that fewer youths with a strong self-concept . with an image of self respect . . will be dropouts or failures in adult life.

It Starts With Good Body Movement

Every child needs to learn how to run, jump, skip and throw -- to learn muscle coordination and body control. And they need these skills early in life. We cannot afford to leave these and other essential movement skills to chance. Time should be spent every day in the elementary grades on activities that improve and integrate motor skills into total learning.

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* Selected from material included in a special message to decision-makers from 50,000 professionals in health, physical education and recreation, AAHPER-National Association for Sports and Physical Education. (The Gillette Company, Safety Razor Division, is providing as a public service a brochure which will include these statements.)

ADDITIONAL BENEFITS OF HEALTH,

PHYSICAL EDUCATION AND RECREATION

ADEQUATE EDUCATION FOR HEALTH, PROVIDES STUDENTS WITH:

Needed information on crucial problems, such as self-medication, nutrition, obesity, sex education, alcoholism, VD and mental health.

An opportunity to discuss bproblems of interest to them; to assess values of others; and to identify with an adult directly interested in the problems of their age group.

The opportunity to use real problems in studying the process of critical thinking.

Interest in health and safety aspects of their own daily activities.

A sense of personal health responsibility.

A feeling of responsibility for community health.

A critical attitude toward advertising of health services and products.

An understanding of their growth and development.

An opportunity to develop the ability to understand and interpret health information.

The knowledge and skill to recognize quackery and charlatanism.

An appreciation for good health.

Pride in developing and maintaining good health.

Provisions of leisure counselling sources for the various age groups on an individual basis.

An understanding of the value and function of recreation, parks and leisure sources in community facility and program planning process.

An opportunity to acquire the skills and attitudes for the wise and worthy use of leisure.

SECTION X

HEALTH FACTS

ABOUT ADULTS

ABOUT CHILDREN & YOUTH

ABOUT THE UNDERPRIVILEGED

OTHER SIGNIFICANT FACTS

FACTS FOR USE IN SUPPORTING COMPREHENSIVE PROGRAMS OF HEALTH, PHYSICAL EDUCATION AND RECREATION

GENERAL FACTS

21,500,000 American adults are affected by heart disease. 74 million Americans are afflicted with chronic disease-American Heart Association

On an average day, 1 1/4 million Americans are absent from their jobs because of illness, over a million are out for a week or more--U.S. Department of Health, Education and Welfare.

28 million Americans have some degree of disability.

More than one-fourth of the population is significantly overweight.

3 million Americans have diabetes and a half of them are not aware that they have it.

The United States has the highest death rate from cardiovascular diseases of any country in the world. Cardiovascular diseases cause 54.5 percent of all deaths in the United States--nearly one million lives annually.

FACTS RELATIVE TO CHILDREN AND YOUTH

About one out of five children still cannot pass a simple test of physical performance.

While recent tests show gains in physical achievement, the scores of most American young people do not indicate a high level of physical fitness.

Girls physical fitness/achievement may present a problem in that there is little improvement in scores on physical achievement tests from age 10 to age 17. In several tests there is a decrease.

More than 9 million children under 15 years of age have one or more chronic conditions.

The major causes of death in the 15 to 24-year age bracket are accidents, cancer, homicide, suicide and heart disease. Degenerative diseases, particularly of the circulatory system, start early in life.

More people between the ages of 1 year and 25 years die of accidents than from any other cause. (Drowning causes 6% of all accidents.)

One-third to one-half American children are obese, many extremely so. Obesity starts early and is related to family patterns.

Boys and girls ages 13 to 15 are least likely of any group to be eating the recommended kinds and allowances of food. Teenage girls are the worst offenders. Only 50 to 60 percent of American households have diets that fully meet the nutrition standards set by the National Research Council.

In a recent year, one-fifth of all babies and about 40% of all first-born were delivered of mothers 19 years of age and less. The younger the mother the more likely will be difficulties of childbirth and effects on the infant.

There has been an alarming increase in early infectious syphilis (136%) and gonorrhea (21%) in the 15 to 19-year age group during a recent period.

Some 1,500 American youth contact venereal disease every day.

28% of American children have never seen a dentist; only one out of three 5-year olds is free of untreated cavities; one out of 10 5-year olds has 8 or more cavities; 20% of all children need orthodontic treatment.

Only one-fourth of the population lives in areas benefiting from fluoridated water.

FACTS RELATIVE TO ADULTS

By far the greatest percentage of men and women who had taken physical education in school felt that it had been good for them. About one percent felt that it had been bad for them, while seven percent of the men and ten percent of the women thought it made no difference.

When asked if they felt that most children should have physical education in elementary school, the overwhelming response was that they should; respectively, 89 and 90 percent of men and women favored such participation and five and three percent did not. Essentially, the same responses were given in regard to physical education participation in junior and senior high schools and college.

Over 90 percent of men and women who had physical education in school felt that it was good for them. A similar preponderance of all interviewees believed that boys and girls should have physical education at all school levels, elementary through college.*

*Physical Fitness Research Digest, Series 4, No. 2, April 1974, pp4, 25.

The degenerative process begins early with Americans. Thomas K. Cureton, Jr., Ph. D., (Research Laboratory, University of Illinois) says that most Americans begin tc display middle-age characteristics at age 26.

The peak age for heart disease among American men is age 42, among European males, age 52.

The life expectancy of the American male has not increased significantly in the last decade. The men of at least 26 nations can look forward to a longer life expectancy at age 45 than can American males. In at least 11 countries the women age 45 have more remaining years than American women.

In the past 60 years the life expectancy of an infant has increased 41. 6%. However, at age 45 the gain was only 18%. The longevity of an American male aged 45 has only increased 11. 6%.

FACTS RELATIVE TO THE UNDERPRIVILEGED

Most of the above figures are more pronounced for people in lower socioeconomic levels, for the less well-educated, for people living in congested urban centers and in isolated rural areas, and for non-whites.

Non-whites in the United States have a higher cardiovascular death rate than whites in all age groups except the oldest (75 and above).

Records of hundreds of Job Corps boys and girls show that 87-90% had never seen a dentist; and most did not have a private physician and only saw a doctor when they were ill; 33% had a parent seriously ill.

OTHER SIGNIFICANT FACTS

One-third of all American young men are judged to be unfit for military service for health reasons.

Of 100 volunteers who apply at a Marine recruiting depot, only 26 are accepted for recruit training and 2 of these are dropped. Fifty percent of those accepted cannot swim 100 yards. Ten percent cannot swim at all. Many have to be placed in special conditioning battalions. Many have never hiked, camped, slept in the open, shot a gun--and some have never engaged in any vigorous sports before entering the Marine Corps.

Fewer than 4 of 10 schools have daily physical education classes for all pupils, and 40 percent do not offer opportunities for organized physical activity

even 3 times a week.

Fourteen states do not have a full-time person in the State Department of Education to provide leadership in physical education, health and recreation.

There is a shortage of health and physical education specialists, particularly in the elementary schools, and a critical shortage of women teachers.

. . .

SECTION XI

AS WE WENT TO PRESS WITH THE

PUBLIC AFFAIRS MANUAL

WE LEARNED IT WOULD BE IMPOSSIBLE

TO INCLUDE AS PLANNED

"THE LEISURE MASSES", CHAPTER V, pp 1 - 30
PRENTICE-HALL, INC.
Englewood Cliffs, N. J.

(The decision had to be made by the Kaiser Aluminum and Chemical Corp., Oakland, California, and related to copyright problems).

WE WOULD LIKE TO ENCOURAGE OUR MEMBERS TO REFER TO THIS EXCELLENT ARTICLE

SECTION XII

TESTIMONIALS

PHYSICIANS

U. S. PRESIDENTS

91

STATEMENTS IN SUPPORT OF COMPREHENSIVE PROGRAMS
OF HEALTH, PHYSICAL EDUCATION AND RECREATION

WHAT PRESIDENTS OF THE UNITED STATES HAVE SAID

"We have reached a new understanding of the role of exercise and sports in our lives. Regular, vigorous physical activity provides a pleasant and relaxing way of filling leisure hours. But more than this, it enhances health, improves mental and physical performance, and even helps to prolong life. It is folly to lead a sedentary existence when so much enjoyment and so many benefits can be gained from the active life."

A Statement By The President
Gerald R. Ford

. . .

"The fitness of our Nation for the tasks of our times can never be greater than the general fitness of our citizens. A people proud of their collective heritage will take pride in their individual health, because we cannot stay strong as a country if we go soft as citizens. . .

It is only in the hands of those who have the energy, skill, and courage to use it well that knowledge can expand men and societies. . . ."

Lyndon B. Johnson
in a Special Message to the
American Association of School
Administrators

. . .

"It is of great importance that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit--fit to learn, fit to understand, to grow in grace and stature, to fully live."

John F. Kennedy

. . .

"National policies will be no more than words if our people are not healthy of body as well as of mind, putting dynamism and leadership into our carrying out of these major decisions. Our young people must be physically as well as mentally and spiritually prepared for American citizenship."

Dwight D. Eisenhower
President's Conference on Youth
Fitness, U.S. Naval Academy,
Annapolis, Maryland

. . .

"Our goal is not to make every citizen an athlete, but to encourage every citizen to know and accept the pleasures and challenges of physical fitness."

Richard M. Nixon

. . .

STATEMENT OF THE AMERICAN MEDICAL ASSOCIATION

"At this point we would like to suggest that our greatest health problem is in the physical fitness of the nation. Here the answer is the simplest and the cheapest, has the greatest application, and its reflection on the reduction of morbidity and mortality rates would be immediate and tremendous. It is entirely possible that a well-practiced physical fitness program begun early in life would increase the life expectancy by ten years not to mention the improvement in the quality of liviig in the later years.". . . .

"The haunting question which was there from the start--If all this works to a degree in the later years when should we really start the regime. The obvious answer is at day one. This type of body care should be part of everyone's life style for the simple reason that you feel better, you do more, you enjoy life more and in the later years you will be independent because you have escaped the shaky hand and tottering gait syndrome."

Frederick C. Swartz, M. D., Chairman,
Committee on Aging, Council on
Medical Service, American Medical
Association, before the
Subcommittee on Aging,
United States Senate - April 22, 1975

. . .

WHAT PHYSICIANS SAY ABOUT PHYSICAL EDUCATION

Traditionally, national medical and physical education leaders have recommended daily physical education classes to partially satisfy exercise needs of school youth. Significant positions follow:

1. In 1946 the Joint Committee of the American Medical Association and the National Education Association recommended daily physical education classes-
    a. Elementary School--two periods per day of 30 minutes minimum--one in the morning for instruction and one in the afternoon for supervised activity.

b. Secondary School--sufficient time for dressing, showering and for a minimum of 30 minutes activity. Recommends that the daily physical education period be supplemented by effective intramurals involving all students.

2. The American Medical Association by resolution, several times recently, urged its various divisions and departments and its constituent and component medical societies to do everything feasible to encourage effective daily instru tion in physical education for all students.

3. A joint committee of the American Medical Association and the American Alliance for Health, Physical Education and Recreation recommended from 30 minutes to an hour of daily vigorous activity as a minimum.

4. In 1964, an eminent national medical jury of the President's Council on Physical Fitness unanimously recommended that physical education involving vigorous exercise adapted to individual needs and capacities is so essential to optimum growth, development and health of pupils that it should be required daily in kindergarten, grades 1 through 6, junior high schools, and high schools. The jury unanimously recommended that the President's Council on Physical Fitness continue its position of strongly urging all States, schools districts and schools to require and provide daily physical education classes involving vigorous activities for all pupils.

Extracts of supporting statements for physical education made to the Council by physicians follow:

"I feel very strongly that physical education should be required for all children, grade one through grade twelve". . .

Fred Allman, Jr., M. D., Atlanta, Ga.

. . .

" It is not an easy task to change the established patterns of our schools. First of all, it will require education of teachers and administrators in order that changes can be brought about. It also will require education in the home, for the responsibility is not exclusively that of the schools. It will require changes in the lifestyle of parents and the family. It is an immense task, but it must be started if we are to make any effective changes in the disease which is now almost epidemic in the 20th Century." (coronary artery heart disease and hypertensive vascular disease)

John L. Boyer, M. D., San Diego, California

. . .

"I strongly support daily physical education which would ensure vigorous exercise and recommend it be required in all schools for all students". . . .

David B. Carmichael, M. D.,
La Jolla, California

. . .

"Daily physical exercise should be maintained throughout the greater portion of one's life."
"A strong physical fitness program should be carried out through elementary school, junior high and senior high schools."

Don B. Chapman, M. D.,
Houston, Texas

. . .

"Comprehensive daily programs of physical education are both necessary and beneficial to the present and future health and well-being of our youth."

J. Rowwell Gallagher, M. D.
New Haven, Connecticut

. . .

"Regular habits of exercise, begun early in life and continued throughout the school years, will result in continued benefits in adult life."

David Gelfand, M. D.,
Philadelphia, Pa.

. . .

"I feel very strongly that vigorous physical exercise for at least one hour is essential as a preventive measure for sickness and disability in later life."

Hans Kraus, M. D.,
New York, N. Y.

. . .

"The benefits of daily physical activity are so obvious that it is difficult to understand why some people wish to remove this most important requirement from school curriculums. Daily physical education programs are vital to the development of health patterns that will continue throughout life.

Sammy Lee, M. D., Santa Ana, Calif.

. . .

"It is unfortunate that the public as a whole does not yet relate physical education/sports to healthful living. At this point, let me confirm that sports are an adjunct of the physical education program, not a substitute for it. With the new emphasis on integration, the principle of a sound mind in a sound body is still the basis of excellence in living."

Thomas B. Quigley, M. D.
Boston, Massachusetts

. . .

"Physical activities can fill young people's need for adventure, train them to meet and accept challenges, provide a basis for comparison with peers, teach them to accept limitations, and develop self-confidence and an adequate self image."

Kenneth D. Rose, M. D.
Lincoln, Nebraska

. . .

"It is a little short of criminal to educate our young people mentally only to have them die early of 'heart attacks and strokes'--for example, at 40 because of neglect of their physical health."

Paul Dudley White, M. D.
Boston, Massachusetts

. . .

Medical leaders unequivocally recommend daily physical education instruction involving vigorous exercise in Grades 1-12. The President's Council on Physical Fitness and Sports supports this recommendation and urges its implementation.

. . .

"Good physical fitness work should actually start in childhood and should include daily exercise classes of at least an hour in every elementary school. These should continue throughout the whole school and academic life. Business and industry should set aside time for exercise breaks rather than for coffee breaks. Reconditioning centers should be established as has been done aborad for many years - where people who are getting "deconditioned" and prone to one or more of the chronic degenerative diseases have an opportunity to rest, get reconditioned, and return with healthier bodies and a more placid frame of mind.

Hans Kraus, M. D., in a Memorandum
To Senate Committee, Labor and Public
Welfare Sub-Committee on Aging, 1975

. . .

"There is a large--and increasing body of knowledge strongly persuasive of the important place of an increase in habitual physical activity in attempts to delay or prevent the manifestations of arteriosclerosis--the clogging of arteries by fatty material--which prevents an adequate blood supply reaching the heart muscle (resulting in a heart attack) or the brain (resulting in a stroke).

"It is my personal conviction from over 25 years of medical practice, research and teaching that the maintenance of a vigorous lifestyle, including participation in such activities as country dancing, bicycling, moderately strenuous life-time sports such as tennis, badminton, canoeing, skiing and swimming and useful yard work and gardening will do as much for the enhancement of general health and the improvement of the quality of life as they may for the prevention of the dread diseases."

Samuel M. Fox, M. D.
Cardiologist, Regional Medical
Programs Service
United States Public Health Service

. . .

"So as you deal with the challenges of helping others to better health, please take advantage of what you know about the importance of physical activity to make a positive contribution to your own health. The studies made by the Public Health Service and other health-oriented groups which demonstrate the values of physical exercise have now been augmented with some impressive findings from a collaborative effort between NASA'S Division of Occupational Medicine and our own Heart Disease and Stroke Control Program.

"It may help reinforce your own motivations for exercise to hear that this study, which evaluated a group of male NASA headquarters employees, from the ages of 35 to 55, both before and after a year-long exercise program, demonstrated improvements in cardiovascular and physiological functioning. The men also felt better. The participants who gave most to the program benefitted most. They found they could work harder mentally and physically; they enjoyed their work more and found their normal work routine less boring. Typically, they felt healthier, had more stamina and energy; their weight was reduced or better distributed and, in general, the exercising man found things were less stressful or he

could handle stress and tension more effectively and with less impact on his life. Interestingly enough, some of the good effects also spilled over on to other people in the subjects' immediate social environment -- their friends and neighbors, work associates, their wives and other members of the family."

Jesse L. Steinfeld, M. D.
Surgeon General
Public Health Service
U. S. Department of Health,
Education and Welfare
(Message to Congress)

. . .

"Exercise also has a favorable affect on nutrition. Individuals in optimal condition have very few fat stores in their body.

"An important effect of exercise is to improve the circulation to the heart muscle and protect against heart attack. This alone would justify a proper fitness program."

"Exercise stimulates metabolism. By combining exercise and diet you keep the body's metabolism levels at more normal levels and speed up metabolism to make dieting more effective. A good use of exercise in even moderate amounts is in combination with a diet to reduce unwanted fat.

"The goal of a fat reduction program is not to decrease body weight but to eliminate fat."

Lawrence E. Lamb, M. D.
Clinician/Consultant
Fourth International Conference
on Trim and Fitness

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SECTION XIII

ORGANIZATIONS

COMMUNITY

STATE

NATIONAL

COMMUNITY ORGANIZATIONS

The American Association of University Women

The Smerican Medical Association

The National Congress of Parents and Teachers

The AFL-CIO and all other local Labor Organizations

The Rotary Club International

The Lions Club

The Kiwanis Club

The local Chapter of the American Association of School Administrators

The local Chapter of the National Association of Elementary School Principals

The American Legion

The local Chapter of the National Association of Secondary School Principals

The Loyal Order of Moose

The International Order of Odd Fellows

The Masonic Lodge

The Knights of Columbus

The Local Organizations of Police and Firemen

Faculty Organizations of local Colleges, Community Colleges and Universities

Church Organizations

Civic Organizations

Order of Elks

Local and State Education Associations

State and County Recreation and Park Societies

The Exchange Club

The Local Chamber of Commerce

The YMCA and YWCA

County and Community Offices of Aging

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SECTION XIV

SELECTED REFERENCES

MAGAZINES

BOOKS

NEWS ARTICLES

FILMS

SELECTED REFERENCES

"Questions Most Commonly Asked by Parents and the Public," (PEPI Project Concepts), AAHPER.

"Direct Mail Campaigning", National Education Association National Education Association.

"Essentials of a Quality Elementary School Physical Education Program," AAHPER 1970. (Position Paper)

"Guidelines for Secondary School Physical Education," AAHPER 1970. (Position Paper)

"Guide to Excellence for Physical Education in Colleges and Universities," AAHPER 1970. (Position Paper)

"Interpreting Physical Education--Suggestions for Teachers and Supervisors," -- The President's Council on Physical Fitness and Sports, Washington, D. C. 20201.

"Organizing A Volunteer Campaign," National Education Association.

"The School Programs in Health, Physical Education and Recreation, A Statement of Basic Beliefs," --The Society of State Directors of Health, Physical Education and Recreation, Simon A. McNeely, Secretary-Treasurer, 9805 Hillridge Drive, Kensington, Maryland, 20795. (Single copies $1.00).

"Political Action Among Teachers," National Education Association

"Public Relations--It's Up to You," Journal of HPER. (Reprints available).

"A Good Physical Education Program Can Help an Individual Attain Social Adjustment Skills," (PEPI Files) Kent State University.

"Why Health Education," AAHPER and American Medical Association. (Single copy 15¢)

"What Every Parent Should Know About the New Physical Education," AAHPER

"Who Runs Congress?"
Mark J. Green, James M. Fallows, David R. Zwick. Bantam Book by Grossman, New York. (All bookstalls).

"The Washington Lobby,"
Congressional Quarterly, 1735 K Street, N. W., Washington, D. C. 20006. ($4.00)

"If You Want Air Time,"
National Association of Broadcasters, 1771 N Street, N. W., Washington, D. C. 20036. :(Single copy free from local radio or TV stations or write NAB).

"So You're Going on TV,"
National Association of Broadcasters, 1771 N Street, N. W., Washington, D. C. 20036. (Single copy free from local radio or TV station or write NAB).

"Athletics in Education."
Platform statement spelling out values and role of athletics in the total education program. 1963. 16 pp. (241-07448) 75¢

"Coaches Handbook."
Comprehensive guide for high school coaches on relationships with student body, the press, and others--with suggestions on equipment, facilities, awards. 1960. 88 pp. (241-06730) $2.25

"Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities: 1971-72," Reports the results of a study by Joseph Oxendine to determine the current status and practices of general instruction programs of physical education in four-year colleges and universities in the U.S. Includes statistics on course offerings, requirements, credits, evaluative practices, and trends (with comparisons to previous similar studies). 1972. 12 pp. (245-25312) $1.50

"Targeting,"
National Education Association

"Telephone Campaigning,"
National Education Association

"This is Physical Education,"
A statement designed to help in interpreting the field to colleagues in other disciplines, parents, students, and interested laymen in the community. 1965. 24 pp. (245-07280) $1.00

"Why Health Education?"
An interpretation of what health education is and is not and why it should be included in school programs. 1966. 12pp. (244-07640)

"Essentials of a Quality Elementary School Physical Education Program,"
A position statement covering teacher preparation, instructional program, evaluation, time allotment, class size, teaching load, dress, equipment and facilities, and school related programs. 16 pp. (245-25022) 75¢

"Guide to Excellence for Physical Education in Colleges and Universities,"
A position paper prepared by the Physical Education Division establishing guidelines for programs in colleges and universities. Includes comprehensive and authoritative statements on the student, the nature of physical education, programs, leadership, budget, facilities and equipment, and organization and administration. 1970. 12 pp. (245-07022) 75¢

"Guidelines for Secondary School Physical Education."
A position statement setting forth the rationale for the development of a sound and comprehensive program of secondary school physical education. Includes statements of standards for instruction, intramural and interscholastic programs; teachers; health protection and insurance; scheduling, time allotment, and class size; facilities, equipment, and supplies; and evaluation. 1970. 12 pp. (245-07014) 75¢

"Speak Out,"
AAHPER, Washington, D. C.

FILMS:

"The El Paso Story," 16 mm., 15 minutes, sound, b & w. Loan: Douglas Film Industries, 10 West Kinzie Street, Chicago, Illinois 60610.
The El Paso Story shows how the El Paso, Texas, Independent School District employed Federal aid-to-education funds to strengthen Health, Physical Education and Recreation programs.

"Physical Education in Oklahoma," 16 mm., 10 minutes, sound, color, Loan: Harvey Tedford, Physical Education Specialist, State Department of Education, 4545 Lincoln Blvd., Oklahoma City, Oklahoma 73105.
Depicts the values of Physical Education when taught by competent, trained personnel. Gives excellent evaluation by school princi;als, clearly stating the high correlation between Physical Education and classroom accomplishment.

"Teacher Involvement in Politics," 16 mm., 18 minutes, sound, color.

"Teacher Involvement in Politics," 16 mm., 18 minutes, sound, color.
National Education Association

NOTE: For a complete catalog of publications write to, AAHPER, 1201 Sixteenth St., N. W., Washington, D. C. 20036, The President's Council on Physical Fitness and Sports, Washington, D. C. 20201, and Government Relations, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

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